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Auxiliary Appendixes for Juvenile Justice Program Collaboration

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A
DIFFERENT
GAME

collaborating
to serve youth
at risk

AUXILIARY APPENDIXES FOR JUVENILE JUSTICE PROGRAM COLLABORATION



Center for Applied Urban Research
University of Nebraska at Omaha

NATIONAL JUVENILE JUSTICE PROGRAM COLLABORATION

Volume II: Auxiliary Appendixes

Funded by:
Law Enforcement Assistance Administration
under the
Juvenile Delinquency and Prevention Act

Operated under:
The National Assembly of National
Health and Welfare Organizations

American Red Cross, Association of Junior Leagues, Boys' Clubs of America, Boy Scouts of America, Camp Fire Girls, Girl Scouts of the USA, Girls Clubs of America, Jewish Welfare Board, National Council for Homemaker-Home Health Aid Services, National Council of Jewish Women, National Council on Crime and Delinquency, Salvation Army, Travelers Aid of America, YWCA of the USA, YMCA of the USA.

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The University of Nebraska at Omaha

May, 1978

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AUXILIARY APPENDIX A

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TABLE A-1

PROGRAMS PLANNED AND IMPLEMENTED BY OAKLAND COLLABORATION

OAKLAND CAPACITY BUILDING

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost ^{e/}		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
A Conference I: "Troubled Youth: A Perspective"	3/77	3/77	Interagency Collaboration Effort (ICE)	95	Collaboration members	95	\$1,375	\$1,048	\$11.03
B Workshop I: ^{b/} "A Status Offender Isn't"	4/77	3/77	ICE	NA	NA	NA	210	0	NA
C Workshop II: "The Juvenile Justice System: An Overview"	5/77	NA	ICE	NA	N/A	NA	385	Not implemented	
D Conference II: "Why Collaborate/Why Work with Public Agencies?"	6/77	9/77	ICE	N/A	Collaboration members Youth-serving agencies	N/A	1,700	N/A	N/A
E Workshop III: "Voluntary Social Service Agencies as Youth Advocates"	6/77	5/77	ICE	19	Collaboration members	65	310	100	5.26
F Training Program: Training of ICE Members, Staff and Volunteers	6/77	N/A	ICE	N/A	Collaboration members	N/A	6,700	In progress	
G Workshop IV: "Children Have Legal Rights"	7/77	6/77	ICE	20	Collaboration members Youth-serving agencies Parents of status offenders School staff	70	325	40	2.00
H Workshop V: ^{b/} "AB3121/P.L.93-415"	9/77	3/77	ICE	N/A	N/A	N/A	1,070	0	NA
I Workshop VI: "Truancy: How Can I Help?"	10/77 ^{d/}	N/A	ICE	49	Collaboration members Youth-serving agencies School staff	85	310	310	6.33 ^{f/}
J Workshop VII: "Alcoholism" ^{c/}	11/77 ^{d/}	NA	ICE	NA	NA	NA	310	NA	NA

TABLE A-1 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost ^{e/}		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
K Workshop VIII: "Runaways"	10/77	2/78	ICE	32	Collaboration members Youth-serving agencies	55	784	784	24.50 ^{f/}
L Conference III: "Translating Status Offender Needs into Program Thrusts"	11/77	NA	ICE	NA	Collaboration members	NA	1,145	Not implemented	
M Workshop IX: "Alphabet Soup in Alameda County"	12/77	NA	ICE	NA	NA	NA	125	Cancelled	
N Workshop X: "Teenage Sexuality"	1/78	12/77	ICE	9	Collaboration members National Assembly Affiliates Youth School staff	30	310	310	34.44 ^{f/}
O Workshop XI: "Where Do Kids Go When They Can't Go Home?"	N/A	2/78	ICE	16	N/A	60	1,205	1,205	75.31 ^{f/}
P Conference IV: "Concluding Conference"	3/78	NA	ICE	NA	NA	NA	1,145	Not implemented	
TOTAL NA	NA	NA	NA	240	NA	460	\$17,409	\$3,797	\$15.82 ^{f/}
OAKLAND ADVOCACY									
Q Public Information Specialist	6/77	6/77	ICE	N/A	General public	N/A	\$29,640 (\$11,790 without salary)	In progress	
TOTAL NA	NA	NA	NA	N/A	NA	N/A	\$29,640 (\$11,790 without salary)	N/A	N/A

TABLE A-1 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost ^{e/}		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
OAKLAND DIRECT SERVICE									
R Runaway	5/77	11/77	-Campfire Girls -Girls Club -Girl Scouts -East Oakland Girls Association	N/A	Status offenders	N/A	\$25,000	In progress	
S Alcoholism	5/77	1/78	East Lake YMCA ^{g/}	N/A	Status offenders	N/A	18,000	In progress	
T Truancy ^{h/}	5/77		Boy Scouts ^{i/}				25,000 43,000		
U Case Management	5/77	7/77	ICE	N/A	Status offenders	N/A	N/A	N/A	N/A
TOTAL NA	NA	NA	NA	N/A	NA	N/A	\$68,000	N/A	N/A

NA = Data were not applicable.

N/A = Data were not available.

^{a/} Cost efficiency rate is dollar cost per contact per seven-hour day. The rate is derived by the formula:

$$\frac{A - B}{\left(\frac{C \cdot D \cdot E}{F}\right)}$$

Where A = total cost
B = salaries to youth
C = hours per program per day
D = number of participants
E = number of days
F = 7 hours per day

^{b/} Combined with Program Element A.

^{c/} Combined with Program Element I.

^{d/} Rescheduled to March, 1978.

^{e/} Where actual cost was not reported, projected cost was used.

^{f/} Rate based on projected cost.

^{g/} Responsible for Youth Liaison Component.

^{h/} Combined with Program Element S.

^{i/} Responsible for Career Tutoring Component.

TABLE A-2

PROGRAMS PLANNED AND IMPLEMENTED BY SPARTANBURG COLLABORATION

SPARTANBURG CAPACITY BUILDING

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
A Volunteer, Staff and Board Member Training	6/77	NA	Advocacy Task Force	NA	NA	NA	\$4,600	Cancelled	
B Juvenile Justice System Personnel Training	10/77	11/78	Advocacy Task Force	N/A	Justice system personnel	N/A	\$6,000	In progress	
C Collaboration Member Training	N/A	11/77	Administration and Planning Task Force	140	Collaboration members	70	1,000	\$1,168	\$8.34
AA Fund Raising Workshop	N/A	NA	N/A	NA	NA	NA	N/A	Cancelled	
TOTAL NA	NA	NA	NA	140	NA	70	\$11,600	\$1,168	\$8.34

SPARTANBURG ADVOCACY

D Public Information Program	6/77	NA	Advocacy Task Force	NA	NA	NA	\$6,700	Not implemented	
E Public Information Newsletter	6/77	NA	Advocacy Task Force	NA	NA	NA	4,340	Not implemented	
F Speaker's Bureau/Concerned Citizens Committee	6/77	NA	Advocacy Task Force	NA	NA	NA	1,500	Not implemented	
G Laws and Legislation	6/77	10/77	Advocacy Task Force	N/A	N/A	N/A	7,400	N/A	N/A
TOTAL NA	NA	NA	NA	N/A	NA	N/A	\$19,940	N/A	N/A

SPARTANBURG DIRECT SERVICE

H Transportation	6/77	2/78	Collaboration Office	N/A	Status offenders	N/A	\$10,000	In progress	
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TABLE A-2 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
I In-School Suspension	8/77	11/77	-Education Task Force -Spartanburg High School	N/A	Status offenders	N/A	21,000		In progress
J Tutoring	9/77	NA	-Youth Life -Junior League	NA	NA	NA	N/A		Cancelled
K Minority Youth Culture Expression	6/77	9/77	Spartanburg Gospel Workshop	4,312	Status offenders	98	5,000	\$5,000	\$1.16
L Female Intervention Intern	9/77	2/78	-Girl Scouts -Administration and Planning Task Force	N/A	Status offenders	N/A	5,000		In progress
M Coping Skills for Status Offenders	9/77	1/78	Girl Scouts	N/A	Status offenders	N/A	100		In progress
N Outreach Caseworker	9/77	NA	Salvation Army	NA	NA	NA	9,650		Cancelled
O Peer Counseling	7/77	1/78	Youth Bureau	N/A	Mixed age groups	N/A	1,625		In progress
P Parent Training	9/77	NA	Education Task Force	NA	Parents of status offenders	NA	960		Cancelled
Q Youth Employment	6/77	NA	Youth Activities and Creative Alternatives Task Force	NA	Status offenders	NA	N/A		Cancelled
R Sex Education	7/77	9/77	Youth Bureau	N/A	Status offenders	N/A	950		In progress
S La-Vida Back Packing/ Partners Program	6/77	6/77	Young Life of Spartanburg	N/A	Status offenders	N/A	2,850		In progress
T Leadership Development Project	10/77	NA	YMCA	NA	Status offenders	NA	625		Not implemented
U Integration Into Affiliate Programming	6/77	11/77	Youth Activities and Creative Alternatives Task Force	272	Status offenders	68	7,164	7,164	26.34

TABLE A-2 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
V Camping	N/A	11/77	-Youth Activities and Creative Alternatives Task Force -Youth Bureau -Girl Scouts -Boy Scouts -YMCA -Salvation Army	365	Status offenders	73	2,175	2,175	5.96
W Status Offender Removal From Detention	7/77	NA	-Administration and Planning Committee -Advocacy Task Force	47	Status offenders	47	0	0	0
X Interagency Accountability and Agency Awareness	6/77	NA	Administration and Planning Committee	NA	General public	NA	0	Cancelled	
Y Data Collection and Analysis	10/77	NA	Administration and Planning Committee	NA	Status offenders	NA	0	Cancelled	
Z Case Management	9/77	11/77	Collaboration Office	N/A	Status offenders	N/A	7,440	In progress	
TOTAL NA	NA	NA	NA	4,996	NA	286	\$74,539	\$14,339	\$2.87

NA = Data were not applicable.

N/A = Data were not available.

^{a/} Cost efficiency rate is dollar cost per contact per seven-hour day. The rate is derived by the formula:

$$\frac{A - B}{\left(\frac{C \cdot D \cdot E}{F} \right)}$$

Where A = total cost

B = salaries to you

C = hours per program per day

D = number of participants

E = number of days

F = 7 hours per day

TABLE A-3

PROGRAMS PLANNED AND IMPLEMENTED BY SPOKANE COLLABORATION

SPOKANE CAPACITY BUILDING

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual ^{b/}	Rate ^{a/}
A Study of Mechanisms for Information Up-date and Exchange	4/77	NA	Staff of Spartanburg Area Juvenile Justice Collaboration (SAJJC)	NA	Youth-serving agencies	NA	\$3,000	Cancelled	
B Agency Awareness Workshops	4/77	12/77	Coordinator	1,365	Collaboration members Youth-serving agencies	390	1,850	\$1,850	\$1.36 ^{c/}
C School District Resource Workshop ^{d/}	4/77	12/77	SAJJC Staff	N/A	Youth-serving agencies	N/A	800	N/A	N/A
F Monthly Training and Case Review Meetings	4/77	7/77	SAJJC Staff	234	Youth-serving agencies	408	1,650	523	2.24
G Board Awareness Training	4/77	5/77	-Executive Committee -SAJJC Staff	66	Collaboration members Businessmen Youth-serving agencies	152	1,450	622	9.42
H Workshop on "Collaboration"	4/77	9/77	SAJJC Staff	48	Collaboration members	24	500	730	15.21
I Technical Assistance/Training for Individual Agencies in Capacity Building ^{e/}	4/77	N/A	SAJJC Staff	NA	NA	NA	550	N/A	NA
J Agency Training and Pilot Group for Status Offenders Involved in Prostitution	4/77	NA	-Youth Alternatives -SAJJC Staff	NA	Status offenders	NA	3,000	Not implemented	
K Police Department Training	6/77	6/77	-Youth Alternatives -SAJJC Staff	5	Justice system personnel	5	1,000	1,090	218.00
L Life Skills Training Program	5/77	9/77	SAJJC Staff	N/A	Status offenders Parents	N/A	3,200	In progress	
Q Family Survival Kit	9/77	1/78	SAJJC Staff	N/A	Status offenders Parents	N/A	9,000	In progress	

TABLE A-3 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual ^{b/}	Rate ^{a/}
R Program Evaluator	9/77	10/77	SAJJC Staff	N/A	Collaboration members	N/A	5,850	In progress	
T Wrap-Up Conference	3/78	3/78	SAJJC Staff	17	Collaboration members Youth-serving agencies	58	2,000	2,000	117.65 ^{c/}
TOTAL NA	NA	NA	NA	1,735	NA	1,037	\$33,850	\$6,815	\$ 3.93 ^{c/}
SPOKANE ADVOCACY									
M Newsletter and In-House Communication	1/77	1/77	-Coordinator -Advocacy Task Force	^{e/}	General public	2,760 ^{e/}	\$6,326	N/A	\$2.29 ^{c/}
N Advocacy Task Force	3/77	4/77	Executive Committee	N/A	General public	N/A	4,000	In progress	
TOTAL NA	NA	NA	NA	NA	NA	NA	\$10,326	N/A	\$2.29 ^{c/}
SPOKANE DIRECT SERVICE									
D Ombudsman Within the School District	8/77	9/77	SAJJC Staff	N/A	School staff	N/A	\$12,800	In progress	
E Case Management Pilot Project	4/77	6/77	-Youth Alternatives -SAJJC Staff	N/A	Status offenders	N/A	6,000	In progress	
O Volunteer Pool to Serve as Back-up and Extension of Services to Status Offenders	3/77	7/77	-Youth Alternatives -SAJJC Staff	N/A	Status offenders	N/A	1,500	In progress	
P Peer Support Group	9/77	9/77	SAJJC Staff	N/A	Status offenders	N/A	13,050	In progress	
S Family Education Retreat	3/78	NA	SAJJC Staff	N/A	Status offenders Parents	N/A	4,840	Not implemented	

TABLE A-3 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual ^{b/}	Rate ^{a/}
U Law Enforcement/Status Offender Camping Project	7/77	7/77	SAJJC Staff	49	Status offenders	7	400	\$259	\$5.29
TOTAL NA	NA	NA	NA	49	NA	7	\$38,590	\$259	\$5.29

NA = Data were not applicable.

N/A = Data were not available.

^{a/} Cost efficiency rate is dollar cost per contact per seven-hour day. The rate is derived by the formula:

$$\frac{A - B}{\left(\frac{C \cdot D \cdot E}{F} \right)}$$

Where A = total cost
 B = salaries to you
 C = hours per program per day
 D = number of participants
 E = number of days
 F = 7 hours per day

^{b/} Where actual costs not reported, projected cost used.

^{c/} Rate based on projected cost.

^{d/} Combined with Program Element B.

^{e/} Combined with Program Element H.

^{f/} For advocacy, number of persons controlled is used.

^{g/} Average monthly mailing.

TABLE A-4
PROGRAMS PLANNED AND IMPLEMENTED BY TUCSON COLLABORATION
TUCSON CAPACITY BUILDING

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
A Training of the Trainers	9/76	2/77	Pima County Juvenile Justice Collaboration (PCJJC)	36	Collaboration members	18	\$2,100	\$2,100	\$58.33
B Training of Line Staff (Paid and Volunteer)	9/76	5/77	PCJJC	198	Collaboration members	198	5,400	2,150	10.86
C Symposium for Boards, Executives and Staff	9/76	10/76	PCJJC	87	Collaboration members	174	900	265	3.05
D Training for National Assembly Affiliate Staff	11/76	N/A	PCJJC	101	National Assembly Affiliates	101	4,800	4,670	46.24
E Youth/Peer Involvement	11/76	N/A	PCJJC	N/A	Youth	N/A	1,575	1,600	N/A
F "Collaboration - A Process of Enhancing Purposes and Goals" Workshop	11/76	12/76	PCJJC	33	Collaboration members	33	600	600	18.18
G Individual Program Analysis	10/76	N/A	PCJJC	N/A	National Assembly Affiliates	N/A	3,700	3,700	N/A
H Foster Parent Program	10/76	9/77	-PCJJC -Foster Parents Association	3,240	Parents of status offenders	60	5,000	5,500	1.70
I Tutoring Program	10/76	N/A	PCJJC	73	Youth	7	4,500	442	6.06
J "Changing Values" Conference	10/76	11/77	-PCJJC -New Directions for Young Women -PCJJC	663	Youth-serving agencies School personnel Women's groups	265	4,500	6,000	9.05
R Youth Needs Survey	8/77	12/77	-PCJJC -Volunteer Bureau of Tucson -Junior League -Metropolitan Youth Council	1,800	Youth Youth-serving agencies	1,800	8,050	13,300	7.39
U Youth Directory for Pima County	N/A	11/77	PCJJC	375	N/A	250	N/A	1,935	5.16
TOTAL NA	NA	NA	NA	6,606	NA	2,906	\$41,125 ^{b/}	\$36,962	\$5.60

TABLE A-4 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost			
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}	
TUCSON ADVOCACY										
K Youth and Their Legal Rights Public Information Campaign	9/76	4/77	-Arizona Bar Association -PCJJC	N/A	Youth	N/A	\$1,450	In Progress (Extended to April, 1978)		
L Community Awareness and Sensitivity Toward Programming	8/76	5/77	-Community Coalition for Treatment of Children -PCJJC	N/A	General public	N/A	7,000	\$11,765	N/A	
M Legislative Change	9/76	N/A	-Metropolitan Youth Council -PCJJC	N/A	Justice system personnel	N/A	2,500	500	N/A	
N Mass Media	8/76	N/A	Media Consultant	NA	General public	NA	500	100	NA	
O Prospective Employers	10/76	NA	PCJJC	NA	Youth Businessmen	NA	4,000	Not implemented		
P Newsletter	9/76	6/77	PCJJC	750	General public	500	5,000	1,220	\$2.44	
TOTAL NA	NA	NA	NA	750	NA	500	\$20,450	\$13,585	\$2.44	
TUCSON DIRECT SERVICE										
S-1 New Careers Through Day Care	N/A	4/77	-YWCA -New Direction for Young Women -Tucson Urban League	443	Status offenders	28	\$14,910	\$14,910 (\$7,786 without salaries)	\$17.58	
S-2 Youth Law Project	N/A	4/77	-Youth Development, Inc. -Southern Arizona Legal Aid, Inc.	335	Status offenders	134	13,770	20,077	59.93	
S-3 In-School Program	N/A	4/77	-Tucson Pima Youth/Adult Work Experience Programs -Boys Club	540	Status offenders	23	15,000	15,287 (8,981 without salaries)	16.63	
S-4 Applied Leadership Training for Youth	N/A	3/77	-Campfire Girls -Volunteer Bureau -Town and Desert Women's Club	58	Status offenders	25	7,607	7,607 (6,916 without salaries)	119.24	

TABLE A-4 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual	Rate ^{a/}
S-5 Counseling and Job Development Program	N/A	3/77	-Young Women's Company -Tucson Women's Center -New Directions for Young Women	126	Status offenders	42	7,233	7,233	57.40
S-6 Parent Drop-In Center	N/A	7/77	-Girls Club -New Directions for Young Women -Springboard Shelter Care	131	Status offenders	40	8,900	8,900	67.94
T-1 Recreational/Summer Employment Project - Southeast Tucson	N/A	6/77	-Sahuaro Girl Scouts -Youth Development, Inc.	157	Status offenders	11	6,948	6,380 (3,850 without salaries)	18.15
T-2 New Pascua Mural Art Project	N/A	6/77	-Pascua Yaqui Association -Youth Development, Inc. -Tucson Pima Youth/Adult Work Experience Programs	143	Status offenders	10	7,000	7,000 (4,700 without salaries)	32.87
T-3 The South Tucson Mural Art Project	N/A	7/77	-Youth Development, Inc. -Tucson Pima Youth/Adult Work Experience Programs -City of South Tucson	183	Status offenders	14	7,000	7,000 (4,056 without salaries)	22.16
Q Case Management System	10/76	N/A	PCJJC	N/A	Status offenders Parents	N/A	10,450	15,400	N/A
TOTAL NA	NA	NA	NA	2,116	NA	327	\$98,818	\$109,794 (\$87,899 without salaries)	\$41.54

^{a/} Cost efficiency rate is dollar cost per contact per seven-hour day. The rate is derived by the formula:

$$\frac{A - B}{\left(\frac{C \cdot D \cdot E}{F} \right)}$$

Where A = total cost
 B = salaries to youth
 C = hours per program per day
 D = number of participants
 E = number of days
 F = 7 hours per day

^{b/} Does not include Program Element U.

TABLE A-5

PROGRAMS PLANNED AND IMPLEMENTED BY CONNECTICUT COLLABORATIONS

CONNECTICUT CAPACITY BUILDING

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual ^{d/}	Rate ^{a/}
C Workshop Series									
1) Professional Staff and Volunteer Training ^{b/}	9/77	1/78	Connecticut Regional Area Juvenile Justice Collaboration (CRAJJC)	16	Collaboration members Youth-serving agencies	16	\$1,860	\$1,040 ^{b/}	\$10.72 ^{b/}
2) Group Work Skills ^{c/}	8/77	1/78	CRAJJC	N/A	N/A	N/A	1,980		
3) Grantsmanship/Proposal Writing ^{b/}	11/77	1/78	CRAJJC	19	Collaboration members Youth-serving agencies	19	1,205		
4) Program Development ^{b/}	10/77	1/78	CRAJJC	11	Same as above	11	1,040		
5) Greater Volunteer Awareness and Participation	3/78	1/78	CRAJJC	15	Same as above	15	815		
6) Legislative Seminar ^{b/}	N/A	1/78	CRAJJC	36	Same as above	36	915		
D Parent Group Development Program	6/78 6/78 6/78	NA	Danbury Collaboration Torrington Collaboration Waterbury Collaboration	NA	NA	NA	2,500	Not implemented	
E Extension of "Kick-off" Conference	10/77	11/77	CRAJJC	N/A	N/A	N/A	1,910	N/A	N/A
F Sharing Symposia	4/78	NA	CRAJJC	NA	NA	NA	1,950	Not implemented	
TOTAL NA	NA	NA	NA	97	NA	97	\$14,175	\$1,040	\$10.72
CONNECTICUT ADVOCACY									
A Public Information Series									
1) Boards	10/77 11/77 9/77	12/77 ^{f/} N/A ^{f/} N/A ^{f/}	-Danbury -Torrington -Waterbury	40 N/A N/A	Youth-serving agencies ^{g/} N/A N/A	40 N/A N/A	\$3,700	\$1,300	\$32.50 ^{e/} N/A N/A
2) Business Community	10/77 11/77 9/77	N/A ^{f/} N/A ^{f/} N/A ^{f/}	-Danbury -Torrington -Waterbury	N/A N/A N/A	N/A N/A N/A	N/A N/A N/A			N/A N/A N/A

TABLE A-5 - Continued

Program	Implementation Month/Year		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Projected	Actual			Type	Number	Projected	Actual ^{d/}	Rate ^{a/}
3) Youth	10/77	N/A ^{f/}	-Danbury	N/A	N/A	N/A			N/A
	11/77	N/A ^{f/}	-Torrington	N/A	N/A	N/A			N/A
	9/77	N/A ^{f/}	-Waterbury	N/A	N/A	N/A			N/A
B Speakers Bureau	9/77	NA	Regional	NA	NA	NA	1,800	Not implemented	
TOTAL NA	NA	NA	NA	40	N/A	40	\$5,500	\$1,300 ^{d/}	\$32.50 ^{e/}

CONNECTICUT DIRECT SERVICE

DANBURY

A Peer Outreach Program	1/78	NA	NA	NA	NA	NA	\$ 2,000	Cancelled	
B Case Management Team Program/ Capacity Building	7/77	10/77	Danbury Area Red Cross	N/A	Status offenders	N/A	15,000	In progress	
C Local Wilderness School	6/77	NA	Danbury Area United Social Services	NA	NA	NA	5,980	Cancelled	
D Host Home Service Program/ Capacity Building	8/77	9/77	Danbury Area United Social Services	N/A	Status offenders	N/A	2,300	In progress	

TORRINGTON

A Area Monitor System	6/77	1/78	Youth Service Division of Community Council	N/A	N/A	N/A	200	In progress	
B Crisis Intervention	7/77	9/77	-Torrington YMCA ^{g/}	N/A	Status offenders	N/A	4,500	In progress	
	7/77	9/77	-Winsted YMCA ^{g/}	N/A	Status offenders	N/A	4,500	In progress	
	7/77	9/77	-Housatonic Mental Health Center ^{g/}	N/A	Status offenders	N/A	8,000	In progress	
C Emergency Shelter Organizer	8/77	12/77	Youth Service Center	N/A	Status offenders	N/A	4,500	In progress	
D Family Counseling	8/77	9/77	-Catholic Family Services	N/A	Status offenders Parents	N/A	5,800	In progress	
	8/77	9/77	-Child and Family Services Northwest	N/A	Status offenders Parents	N/A			
	8/77	9/77	-Housatonic Mental Health Center	N/A	Status offenders Parents	N/A			

TABLE A-5 - Continued

Program	Implementation		Sponsor	Actual or Estimated Days of Contact	Persons Served		Cost		
	Month/Year				Type	Number	Projected	Actual ^{d/}	Rate ^{a/}
	Projected	Actual							
WATERBURY									
A Peer Counseling in Watertown School	9/77	NA	-Girl Scouts -Catholic Family Services	NA	Status offenders	NA	2,975	Not implemented	
B Ombudsman in Wolcott School	9/77	9/77	Wolcott High School	N/A	Status offenders	N/A	2,000	In progress	
C Wilderness Alternative School	8/77	9/77	Naugatuck Youth Services	N/A	Status offenders	N/A	3,900	In progress	
D Status Offender Tutoring/ Waterbury	9/77	1/78	Girls Club	NA	Status offenders	NA	7,500	Not implemented	
17 E Truant-Family Counseling/ Plymouth	9/77	9/77	Family Service Association	N/A	Status offenders	N/A	4,500	In progress	
TOTAL NA	NA	NA	NA	N/A	NA	N/A	\$73,655	N/A	N/A

NA = Data were not applicable.

N/A = Data were not available.

^{a/} Cost efficiency rate is dollar cost per contact per seven-hour day. The rate is derived by the formula:

$$\frac{A - B}{\left(\frac{C \cdot D \cdot E}{F}\right)}$$

Where A = total cost
 B = salaries to youth
 C = hours per program per day
 D = number of participants
 E = number of days
 F = 7 hours per day

^{b/} Changed from local to regional.

^{c/} Combined all Program Element C Workshops.

^{d/} Where actual cost not reported, projected cost used.

^{e/} Rate based on projected cost.

^{f/} Originally implemented as a local project in Danbury but changed to a regional project. Currently in progress under revised format.

^{g/} Each organization responsible for separate function.

TABLE A-6

ATTITUDE CHANGES BY MEMBERS OF LOCAL BOARDS OF DIRECTORS, FALL 1976 TO FALL 1977

Attitude ^{a/}	Connecticut				Oakland				Spokane				Tacoma			
	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977	Percent Agreeing 1976	Percent Disagreeing 1977
General Sentiment	13.1	13.3	79.4	73.6	21.4	16.9	71.4	78.7	8.4	12.3	86.7	82.2	11.7	20.6	79.2	70.3
14. I would discourage my daughter from having overnight, a passionate girl.	54.9	40.8	34.3	43.7	63.7	51.8	24.4	31.8	82.1	87.6	12.9	7.9	55.0	50.0	31.8	33.6
15. I would have a good, small half-way house for runaways, and I would not let them.	72.5	73.6	15.7	15.3	43.3	40.4	38.8	33.7	46.8	45.8	36.4	30.6	55.3	57.1	25.3	25.2
16. I would not have a teenager I knew was unmanageable by his/her parents.	35.9	36.1	53.4	52.8	37.2	41.9	45.3	44.2	46.1	44.4	38.3	47.2	25.3	29.9	61.5	53.9
17. I would pay more taxes for special school programs for truant.	39.1	36.8	28.0	26.5	45.6	41.9	42.2	37.2	57.5	51.4	27.5	34.7	61.7	65.1	22.1	21.5
Rights of Children																
2. Police should return runaways to parents whether or not they want to.	42.0	48.6	46.0	38.6	46.8	39.1	48.9	39.1	47.4	50.0	37.2	37.8	38.0	36.7	48.7	52.0
3. Status offenders should select own programs and not be forced to participate.	37.7	41.4	53.8	47.1	12.9	16.9	79.1	76.4	22.8	19.2	70.2	74.4	16.7	21.0	72.0	66.2
4. Responsibility of Courts of Action	36.2	43.1	58.1	51.4	38.4	44.3	49.3	43.2	27.8	38.9	64.6	50.0	35.2	33.8	53.9	44.2
13. Parents should be held responsible for the offenses of their teenage children.	62.1	72.2	23.3	19.4	65.5	64.0	15.5	23.2	56.0	60.0	30.0	25.3	36.7	67.8	28.0	20.4
10. The school should be held responsible for the offenses of their teenage children.	46.1	34.2	44.1	46.6	58.5	50.6	30.3	35.1	38.7	45.2	33.6	37.3	50.7	45.1	36.2	38.6
12. Teenagers who are frequently truant are usually just lazy.	5.7	11.1	89.5	88.9	2.9	13.3	92.0	81.1	2.4	15.2	92.8	87.5	6.7	9.2	85.3	85.6
3. What this city needs is stronger laws against truancy.	42.3	39.4	40.2	36.4	36.5	32.5	43.7	48.2	43.9	50.7	29.8	31.0	31.6	11.9	37.6	45.7
Punishment Attitudes																
9. Runaways should be punished.	21.7	27.8	72.6	65.3	21.3	13.2	67.4	73.6	16.8	18.4	73.3	77.6	39.3	23.8	54.7	65.6
17. Failure to punish teenagers encourages them to be bad.	52.5	44.8	38.4	41.8	37.2	34.1	47.3	49.7	40.5	35.3	35.5	36.0	50.0	43.4	41.9	46.9
21. It is alright for authorities to physically punish teenagers to recognize badness.	10.7	10.1	77.7	84.1	12.1	12.2	84.4	78.9	15.2	13.9	81.0	76.4	22.4	20.1	65.3	64.4
Treatment Attitudes																
11. Under treatment should be provided for status offenders.	38.5	40.7	30.8	22.0	52.5	55.1	28.0	15.4	53.0	55.7	24.2	24.3	35.6	47.1	38.6	24.6
12. More status offenders need help rather than punishment.	93.2	94.5	3.9	5.5	93.7	91.2	7.2	3.5	95.3	93.3	1.3	4.0	41.6	91.4	43.6	4.0
15. Some punishment necessary for runaways picked up by police.	34.0	25.2	47.6	52.1	30.4	33.3	57.2	44.8	42.3	42.1	43.8	43.4	92.1	34.7	5.9	53.3
16. Detention to protect society	46.1	47.8	44.1	41.8	42.6	37.1	46.3	51.7	55.8	52.1	33.8	38.4	44.1	38.7	41.3	48.0
4. Children shouldn't be detained while waiting a hearing to protect society.	32.7	21.7	61.4	69.0	26.1	26.2	61.2	54.8	25.0	34.7	59.7	54.7	30.5	24.3	61.7	59.0
20. Unmanageable status offenders should be detained to protect society.	23.1	21.1	67.3	71.8	39.7	36.4	47.8	54.5	24.4	18.9	70.5	66.2	19.6	26.3	70.9	60.5
11. Organizations should not mix status offenders with other children.	23.1	21.1	67.3	71.8	39.7	36.4	47.8	54.5	24.4	18.9	70.5	66.2	19.6	26.3	70.9	60.5
Treatment in Juvenile Court	53.5	89.9	2.8	5.8	86.7	92.0	10.5	6.0	83.5	92.2	12.7	3.9	85.6	91.6	7.8	5.2
19. The Juvenile Court should be designed to help kids change their behavior.	21.0	21.1	74.0	70.4	20.1	21.2	73.4	69.9	26.6	35.1	58.5	58.4	19.3	20.4	67.6	71.7
5. Continually truant children should be punished by the Juvenile Court.	21.0	21.1	74.0	70.4	20.1	21.2	73.4	69.9	26.6	35.1	58.5	58.4	19.3	20.4	67.6	71.7

^{a/} Some attitude statements are abridged here. See Appendix C for full attitude scale questionnaire.

AUXILIARY APPENDIX B

RATIONALE OF ORGANIZATIONAL ANALYSIS OF LOCAL AGENCIES
INVOLVED IN THE JUVENILE JUSTICE COLLABORATION

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RATIONALE OF ORGANIZATIONAL ANALYSIS OF LOCAL AGENCIES INVOLVED IN THE JUVENILE JUSTICE COLLABORATION

Introduction

The relationship between those who administer human services and those who evaluate them has traditionally been a cool one. This coolness, even hostility, is caused partially by researchers and partially by program people. Researchers have tended to be overly critical of social programs. They have used the research as an opportunity to criticize whether or not the goals of a program are worthwhile instead of evaluating how well a program is developed and administered or how effective it is in attaining goals.

Researchers have also been insensitive to the extra time the research process takes from the program and the interference it can cause. They have ignored the underlying values of the organization; they have not recognized that the research is secondary to the program and they have required staff time for evaluation without giving any benefit to program people. Most devastating, they have tended to treat program people with little respect by not explaining the research process, by not admitting their own ignorance of program process, and by considering program people as less able than themselves.

Program people have been equally at fault in the distrustful relationships. They have not clearly stated their program goals or expected outcomes. They have not clearly delineated how the program is expected to affect the outcomes (what relationship there is between the program intervention and the program goals.) They have not managed the programs in a way that would enable the evaluation to measure the program outcome.

They have dismissed evaluation as not appropriate for their type of program or have paid formal lip service to evaluation and undercut it with staff and clients. They have not been honest with researchers about the program, its problems, its advantages and their implicit as well as explicit expectations. Most disturbing, they have been defensive about negative evaluations of their programs and responded by attacking the

evaluator rather than the source of the problems.

This evaluation starts with the following set of assumptions:

1. Evaluation is a tool to enable programs to be improved, tested, eliminated.
2. Evaluation is a management tool to assist managers in staff evaluation, budget and efficiency decisions.
3. Human service organizations have programs that are effective in attaining goals and the program input and program goals or outcomes can be evaluated objectively.
4. Evaluation provides immediate benefit to the human service programs and program people should not be defensive about negative comments.
5. Evaluators cannot remain aloof from knowledge of programs and organizational value.

What Should be Evaluated

Three aspects of human service programs can be evaluated; program planning, program operations and program outcomes. In human service programs, the planning includes the needs assessment of the target population, the theory of the intervention or professional practice of the agency, and the theory of the actual program intervention--how the proposed program practices are expected to affect the program goal. Program plans can be evaluated in terms of soundness. Are the goals clearly defined? Are the program interventions or methods logically designed to attain program goals? Is the program material sound?

Program planning can also be evaluated in organizational or community context. Is it meeting the needs of the community? Is it duplicating other services? Is it consistent with the organization's values? The methods most often used to evaluate program input are cultural description and analysis of archival/historical data. This includes census data, historical records, running records or organizations, vital statistics, cultural artifacts such as media presentations, dress patterns, and many others.

The second aspect of programs that can be evaluated is the nature of program process or operations. This evaluation seeks to determine if the program is using processes developed in the planning in a way to most successfully meet its goals and objectives. Is the program serving the client group that it said it would serve? Is it serving the number of

clients proposed? Do people complete the program and if not why not? What are the characteristics of persons who drop out? Is the staff able to adequately present the program? Is the budget adequate?

The methods used to evaluate process are historical/archival/cultural analysis and systems analysis. Systems analysis is investigation of the operations of an agency or organization from the planning, through the operations of programs to the outcomes with feedback from each process to the ongoing planning and operation of the agency. The logic is the description of operations to maximize the achievement of both program goals and organization stability goals. Much process evaluation, especially in industrial organizations, is systems analysis or operations research.

The third aspect of programs that can be evaluated is program outcomes. Did the program actually do what it said it would do? Did it change self image, reading ability or assertiveness patterns? Did it increase knowledge of job opportunities, constitutional law, child development? Did it increase job skills, cooking skills, or child handling ability? Did it make a long term difference in employment history, family life style, sexual habits, drinking patterns? The methods most effective to evaluate outcome are quasi-experimental, with before and after measures, a control group and a sample survey.

Program outcomes are the most difficult to evaluate for many reasons. First, program goals are often general rather than specific. It is more difficult to measure a general goal such as "This program will make a difference in the employment patterns of participants," rather than a specific goal such as "This program will enable participants to find a job and keep it by developing consistent work habits." This is one of the major causes of tension between program people and evaluators. When evaluators question the universal statement of what the program will do, program administrators become defensive of what they feel is criticism of the program. Evaluators are looking for clarification of specific goals even if the short term goal is to keep kids off the streets for the summer.

Second, program goals are often predicted to occur years after the end of the program and the evaluation. A longitudinal study to determine the long range effect of the program is necessary to evaluate the program outcomes in such a case. Third, indicators to measure the actual goal with a substitute for reality are difficult to develop with assurance of

validity. For instance, how do we know that a pen and pencil test of self-image reveals actual self-image? Often program people will ask "Did you find the program worthwhile?" This is a valid measure only if one of the goals of the program was to present a program that participants felt was worthwhile. Evaluators usually look for indicators and measures that have already been validated by other researchers. The process of pre-testing and evaluating new measures is usually too difficult for the time and budgetary constraint of program evaluation.

Fourth, it is difficult to know whether observed changes are direct results of the program. It may be that program participants just became more mature during the course of the program and that "growing up" was more important in affecting behavior than the program. It may be that a historical event occurred which was more important in change of attitude than the program. This is why evaluators urge randomly selected control groups of persons not going through the program to validate the effect of the program.

Finally, the effect of programs will not be the same on all participants. People and organizations start at different points with differing skills, histories, attitudes, levels of knowledge. Measuring the degree of goal attainment on the part of program participants only at the end of a program does not fully evaluate program effect. Evaluators urge pre- and post-program measurement to measure the degree of change in program participants. It is very difficult to devise a pre-program measure that will not, in itself affect the program participants.

Program administrators must decide what aspect of their program should be evaluated. Several factors enter into the decision: the information needed for future planning, the time available before the program starts, the money available for evaluation, the personnel available, clarity of the program, insistence of funding sources, etc. are all important factors. Other important decisions are who will do the evaluation--inside the organization or outside consultants, and what kind of evaluation is appropriate. This latter decision is explained in the following section.

What Kind of Evaluation Should be Done

Evaluations may be either subjective or objective. Often the subjective assessment of a program leader or a quick survey of opinions of program participants about the program's success is all the evaluation available for the planning of future programs. Often even large scale evaluation

research contractors do not report to program managers in time for future planning. Both subjective evaluation and objective evaluation and research are important to the program manager. The following is a list of some types of evaluation:

1. Program leaders' assessment of the program.
2. Program participants assessment of the program.
3. Administrators' assessment of the effect of the program on the system.
4. Program statistics--cost per client, type of clients, characteristics of clients, percentage of agency resources spent on program, statistics on the needs of the community for the program etc.
5. Comparison against formal or standardized criteria.
6. Evaluation using scientific research design.

The primary goal of the Juvenile Justice Collaboration Project is to enable voluntary, non-profit social agencies to develop services, programs and capacities which will more adequately serve local communities in the de-institutionalization of status offenders. There are two methods proposed to attain the major goal. One is to develop a local collaboration of youth serving agencies to develop some needed programs/ services together. The second is to enable private, non-profit agencies which are members of the National Juvenile Justice Collaboration to increase their capacities to serve status offenders and other children at risk.

In the following sections, we will define each of the two sub-goals in operational terms and describe the measures and indices that we are using to evaluate each.

Collaboration Goals

In order to evaluate the local collaboration, we had to develop the definitions of collaboration as they were in the project proposal. The definitions had to be general enough to include the variations that were becoming apparent in different sites, but specific enough to measure similarities and differences. We expect that the nature of the collaboration will be different in different sites according to the personalities involved, the health of the affiliates, the number of affiliates, city size, area of the country, nature of the DSO Grantee etc.

Definition we used is that a collaboration among organizations is a formal agreement of organizations to work with other organizations toward some common purpose or goal. Some specific indicators of collaboration are:

1. Consensus of members about the common goals.
2. Consensus about how the group is to "work together." How should the group operate? What should be the division of labor?
3. The nature of the group "working together." How do the organizations feel about each other? How do they participate? How often do they participate? How easy is the coordination of the group?

The definition of collaboration implies two entirely different perspectives. One is the building of an organizational structure to deliver services and programs. The other is the development of a style or process of operation of working together. We considered these two separate goals, a program goal and a process goal. Following are some of the research questions and sources of data:

	<u>Research Question</u>	<u>Source of Data</u>
Build local collaborative organizations	1. Who is a member of the collaboration?	collaboration records
	2. What is the nature of affiliate participation?	collaborative records observations
	3. Have affiliates donated any of their own resources?	organization records collaboration records interviews
	4. Is the collaboration working together toward goals?	collaboration records
Develop collaborative process	1. What is the interaction between the members of the collaboration?	observation interviews
	2. What is the interaction between the collaboration and the local action grantee?	observation records interviews
	3. What is the nature of the collaboration as a process of working together?	observations

The collaboration had three program goals: a) to do advocacy for status offenders in the community, b) to provide needed services and programs for status offenders, and c) to assist member agencies to build their capacity to serve status offenders and other children at risk. These goals are outputs of the program. In the following outline, research questions are asked for each and the source of data to answer the questions are indicated:

Advocacy Program	1. How was advocacy defined by the collaboration?	Collaboration records.
	2. What advocacy programs were developed how and by whom?	Collaboration records.
	3. Who were advocacy programs directed to?	Collaboration records program assessment.
	4. How wide was the collaboration participation?	Collaboration records.
	5. How well thought out and planned?	Program assessment
	6. How effective were they?	DEPENDENT UPON OUTCOME EVALUATION BUILT INTO THE ADVOCACY PROGRAMS.
Direct Programs/ Services	1. How were programs planned, by whom and for whom?	Collaboration records and program assessment.
	2. Did they fulfill a community recognized need?	Collaboration records of needs assessment.
	3. Were the services duplicative?	Interviews and collaboration records.
	4. Did the local action grantee agree to the services and did they refer clients to the services?	Interviews and evaluation of the program statistics.
	5. Were the programs good programs?	Program assessment against standards.
	6. Were the programs a collaborative effort?	Program assessment and collaboration records.
	7. Were the programs fiscally sound?	Collaboration and program records.

	8. Did the programs do what they said they would do? How effective were the programs?	DEPENDS UPON OUTCOME EVALUATIONS BUILT INTO THE PROGRAMS.
Capacity Building of Member Organizations Programs	1. How was capacity defined, and by whom?	Collaboration records.
	2. What programs were planned, by whom and how?	Collaboration records.
	3. Were they the programs defined by the needs assessment?	Collaboration records of needs assessment.
	4. Who participated in these programs--wide or narrow participation?	Records of the programs
	5. How effective were they?	DEPENDS UPON OUTCOME EVALUATIONS BUILT INTO THE PROGRAMS and capacity building measured in local organizations from following section.

Since the bulk of the first year of the program will be spent in building organizational capacity, the most realistic outcome measures will be organizational capacity.

The capacity of any organization to serve a specific client group is dependent upon a number of factors which encompasses the entire organizational system. Among the critical factors are the history of the organization and its concurrent values, its previous program and/or client priorities, the source of financial support, financial priorities, the interests and skills of the staff, the nature of the volunteers involved in the organization, including the board, the vertical and horizontal authority structure, the degree of autonomy of the staff and the function the organization fills in a particular community.

Capacity building can occur in three ways. First, when an agency changes the target group that it serves or takes on an additional set of clients, system-wide reassessment and restructuring is required. A successful, permanent change of target group requires changes in the system long before the first client is served in a permanent way. Capacity building procedures must be taken such as education and training of board, other volunteers and staff, location of new funding sources or renegotiation

with old funding sources, starting experimental units of service to members of the target population, education of the regular constituency and the community and building community contacts with sources which will refer the new client group to the agency.

Second, agencies that increase the services/programs to the target group may increase their capacity in several ways. They give more sophisticated service; they fill new gaps in the service to the target group; they encourage other agencies to get involved; they move to get the community involved; they institutionalize their own involvement.

Third, where funding is cut, agencies may increase the percentage of their service to the target group. They are more creative in their programs; they use more volunteers for a priority; they seek more outside funding; they cooperate with other agencies; they spend the same amount, but it is a larger percentage of their total budget.

We would expect there to be three different patterns of organizational capacity building; 1) organizations that have traditionally served status offenders and children at risk; 2) organizations whose major programs have no direct service components.

There are four capacities necessary for an organization to be able to serve status offenders: 1) It must have the appropriate values; 2) It must have viable programs and trained staff to serve or advocate for status offenders; 3) The governing board and the financial sources must encourage programs/services to status offenders; and 4) It must be accepted by community sources as a viable organization to provide programs/services to status offenders. The following outline details the research questions on each of the capacities and describes the sources of data to answer the questions.

If we put the three organizational patterns and the four capacities into a table, we can see the nature of the evaluation of organizational capacity to serve status offenders. If measures of each capacity are only taken at the conclusion of the program our notion of the capacity of an organization to serve status offenders would be limited. An organization that provided direct service to 20 status offenders would have a larger capacity than one that had a receptive board.

However, since we are taking measures both at the beginning and at the conclusion of the collaboration, we will be able to determine the degree of capacity building that has occurred during the program. An organization that started with no capacity and concluded with board and staff value change, staff training and several advocacy programs will have greatly increased their capacity to serve status offenders and children at risk even though there are no status offenders being served.

	<u>Research Question</u>	<u>Source of Data</u>
Organizational values	1. What is the organization history?	National organization data and local organization data.
	2. What are the values of the organization?	Content analysis of media
	3. What are the fiscal priorities of the organization?	Analysis of budget priorities
Allocation of organization resources	1. What are the program priorities of the organization?	Interviews, staff directives time priorities of staff
	2. What is the organizational participation in the collaboration program?	Collaboration records, interviews.
	3. What is the staff training work with or about status offenders?	Interviews, Collaboration program statistics.
	4. What are the programs for direct service to status offenders and other clients-kids and numbers served?	Interviews, organizational data, program statistics.
	5. What are the advocacy activities?	Collaboration records, organizational media.
	6. What are the financial resources for program/services to status offenders?	Budget
	7. What are staff allocations for work with status offenders programs including the collaboration?	Interviews, budget.

Willingness
of Board

1. Is the Board accepting of status offenders as clients? Attitude, data, Board minutes
2. Are they willing to change fiscal priorities? Interviews.
3. What is the Board participation in the collaboration activities? Collaboration records.

Community
Acceptance

1. Do other organizations see the organization as a viable servicer of status offenders? Interviews
2. What use does the community make of the organization? Interviews with community people organizational client statistics.
3. Does the local Action Grantee use the organization or see it as a viable organization to serve status offenders? Interviews with local Action Grantee.

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AUXILIARY APPENDIX C

RESEARCH INSTRUMENTS

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OMAHA CONFERENCES

First Omaha Conference (November 4 and 5, 1976)

The purpose of the first conference was to bring key personnel together to plan the details of the evaluation and analyze data gathering processes. There were three main points of emphasis at this conference. The first was to define and expand key concepts of research and collaboration so that the attendees would be working from the same operationalized base. The second was to construct the key elements of the instruments (and instructions) with input from all personnel. The third, and by no means least important, was to bring researchers and program people together so that an early working relationship could be formed.

Those attending this conference were:

Coordinators: Karen Harwood (Spokane)
Dovie White (Oakland)
Veronica McNulty (Connecticut)
Penny King (Spartanburg)
John Sloss (Tucson)

Field Researchers: Don McManis (Spokane)
Bob Muzzy (Spartanburg)
Allan Johnson (Connecticut)
David Graeven (Oakland)
Kathy Graeven (Oakland)
Jim Marley (New York)

New York National Assembly: Bob Murphy
Marianna Page Glidden

Omaha staff: Ginger Burch
Bob Bick

The attached agenda outlines specific topics and assignments.

Tentative AGENDA for meeting in Omaha, November 4 & 5, 1976

WEDNESDAY 11/3

Assembly. Get acquainted and supper at the Burches'. We will arrange transportation from airport to motel and then to Burches' for those who arrive before 4:30 o' clock in the afternoon; and transportation direct to the Burches' after that time.

THURSDAY 11/4

9 am - 10 am

Welcome. By John Kerrigan, Dean of the College of Public Affairs and Community Service, University of Nebraska-at-Omaha.

Introduction to the Program and Program Personnel by Marianna Page Glidden.

Introduction of the overall research design and discussion of the Agenda by Ginger Burch.

10 am - 11 am

Presentation and discussion of "collaboration as a program development." Jim Marley.

1. process of developing a collaboration
2. collaboration as a program goal or outcome
3. collaboration as a tool for achieving other goals and outcomes

Discussion - Jim Marley

11 am - 11:30 am

Coffee break

11:30 am - 12:30 am

"Collaboration as a research variable." - Ginger Burch

1. an operational definition of collaboration
2. measurement indicators
3. independent variables affecting the degree of collaboration (as indicated by the literature)

12:30 pm - 1:30 pm

LUNCH in THE NEW TOWER (very nice buffet)

1:30 pm - 3 pm

"Patterns of Interorganizational Relationships." - Dick Hall
Report on a national research project (12 cities) which measured the nature and outcomes of interorganizational interaction of local agencies serving problem youth.

The purpose of this discussion is to discuss findings which will be helpful in understanding at what points inter-agency collaboration is likely to succeed or fail; and to discuss possibilities of replication in our design.

3 pm - 3:30 pm

Coffee break

Agenda (cont.)

3:30 pm - 5:30 pm

Discussion of other data-gathering techniques, preliminary instruments, and their likely effect on the program.

1. attitude opinion scale
2. group process instrument
3. semi-structured interview

5:30 pm -

OPEN. --How about...

1. swim and hospitality (or vice versa) at the motel (indoor heated pool & sauna)
2. dinner at Woodman Tower - tallest building in Omaha - fantastic beef & low prices - spectacular view, though it will be after dark
3. after 9 pm a dumpy bar that has a good blue-grass group during that weekend
4. the New Tower has a swinging evening place with a musical group for dancing and a separate place with singing
5. other????

FRIDAY 11/5

9 am - 11 am

Break up into three (3) groups to polish, change, discuss, and finalize research instruments. The following groups are suggested but are open to change:

1. Attitude Scale: McManis, Harwood, White, Glidden, & Bick
2. Group Process: Muzzy, Marley, Johnson, King, McNulty & Burch
3. Semi-structured Interview using Hall's material if possible: Hall, Sloss, Murphy, Bourret

11 am - 12 noon

- (a) Research Team meet & draw up list of instructions
- (b) Coordinators meet with Marianna

12 m - 1 pm

LUNCH

1 pm - 3 pm

Instructions for data-gathering with Research Team

1. Test group-process instrument with observers watching discussion by Burch, Bick, Marley, Murphy, & Bourret

Discussion of reliability

2. Interviews by interviewers of the rest of the group

Discussion of reliability

P. 3.

Agenda (cont)

FRIDAY 11/5 (cont)

3 pm -

Early T.G.I.F., refreshments

Airport transportation

Notes, Suggestions, Comments, Gripes, Etc.

Second Omaha Conference (September 17 and 18, 1977)

The purpose of the second conference was to bring the field researchers together to plan for the second phase of data collection and to allow for the sharing of experience.

The first day was devoted to revising and discussing instruments, procedures, and computer printout reviews from the first set of interviews and attitude scales.

The second day was involved with planning for data gathering procedures for the second round of data collection by the field researchers.

Those attending this conference were:

Researchers: Don McManis (Spokane)
Bob Muzzy (Spartanburg)
Allan Johnson (Connecticut)
David Graeven (Oakland)
June Morrison (Tucson)
Jim Marley (New York)

National Staff: Bob Murphy

Omaha Staff: Ginger Burch
Gary Gentry

The attached agenda outlines the conference more specifically.

BRING THE FOLLOWING WITH YOU TO THE CONFERENCE

1. Two (2) city street maps. (Required)
2. Financial records. (Required)
3. Swimming togs - indoor pool here. (Optional)
4. Iron-stomachs and head de-fuzzers. (Suggested)
5. Whatever else turns you on. (Optional)

TENTATIVE CONFERENCE SCHEDULE

(ALL TRANSPORTATION TO BE PROVIDED BY GINGER AND GARY)
(UNLESS OTHERWISE NOTED, INDIVIDUAL CONFERENCE PERIODS
WILL BE HELD AS TIME PERMITS)

SEPTEMBER 16th

- 12:15 Don McManis arrives, to Ginger's office for individual conf. period. (Gary)
1:55 Bob Murphy arrives, to Ginger's office for individual conf. period. (Gary)
4:32 Dave Graeven arrives, individual conf. period at airport. (Ginger)
5:15 Allan Johnson arrives, individual conf. period at airport. (Ginger)
5:45 Bob Muzzy arrives, all to hotel for checkin, then to Ginger's house.
7:24 Jim Marley arrives, to hotel, then to Ginger's. (Gary)
10:11 June Morrison arrives, to hotel. (Gary)

SEPTEMBER 17th

- 8:00 We will all breakfast together at the hotel.
9:00 Start conference: (the following are topics to be covered. We will decide on priorities now, and then start.)
1. Devise second interview.
2. Attitude scale.
3. Administrative procedures.
4. Printouts from first interview.
5. Printouts from attitude scales.
6. Emotional involvement - keeping objectivity.
7. Other items that you would like to work on.
5:30 That's it for the day - we can all do something together - or, we can go our separate ways - whatever you wish to do.

SEPTEMBER 18th

- 8:00 We will all breakfast together.
9:00 Start conference: (we will clean up any loose ends left from yesterday plus start working on the following.)
1. Your writing up your view of the history of the collaboration and your efforts in it.
2. Other data you are interested in writing on.
3. How can we collaborate to write up journal articles.
12:00 Bob Murphy leaves.
2:30 Allan Johnson leaves.
2:45 Bob Muzzy leaves.
4:10 Dave Graeven leaves.
5:15 Jim Marley leaves.
5:42 June Morrison leaves.
6:35 Don McMannis leaves.
- (Ginger or Gary)

INSTRUCTIONS FOR INTERVIEW

General Instructions

1. Become very familiar with the interview before you start. Read the questions aloud to make the sound familiar. Have a pleasant voice but not too helpful. you DO NOT want to help the respondent answer the question. If possible, do a practice interview with spouse or coordinator taking the role of someone in the collaboration.
2. A reminder - WAIT for the answers. These questions require thought. Give the R time to think before you start to probe. People don't like silences and if you are able to wait them out, they will often add valuable insights to the response.
3. Probes - After you have waited for a response or if you get a one word response or an incomplete answer, use standard probes.
 - Is there anything else
 - Can you tell me any more about that
 - Would you elaborate on that a bit
 - Would you explain that more to me
 - I don't quite understand what you mean
 - umm
 - In lists - can you think of anything (anyone) else
4. Pauses - Often, a respondent will pause so that you can finish writing your his/her response. If you then go on to the next question without a probe you might miss some real information.
5. Non-response, I don't know, etc. If the R gives such a response ask for "their best guess, your opinion, etc." or "we would be interested in your feeling about it." If you can not elicit an answer without stress, go on to the rest of the interview and return at the end with "There's one question I don't seem to have your answer for." or something like that.
6. How to shut R up. If you run into this problem, wait until the person pauses for breath and break in. Say something to the effect that "I know you are busy and I don't want to take too much of your time so maybe we had better move on." You may even have to interrupt the R in the middle of a sentence. This seldom happens with professional workers because they are more apt to respond specifically to specific questions. Whatever, don't be so abrupt that you will damage the R's participation in the interview.
7. How to keep R on the subject. Let a sentence end and say something like "Let's see now, the last question was ...could you speak to that now."
8. If R is evasive, say something like "What we need to know is...." perhaps emphasizing a word as in "What we need to know is what program your agency is providing for status offenders."

don't probe specific questions to the point of alienating R. This is important both for the program and the research. Your job is to gather data and not serve as a negative sanction to members of the collaboration. If an R is reluctant or evasive, this is a piece of data.

Specific Instructions

1. Go through the schedule before each interview and fill in the name of the agency and other appropriate information. The following need to be filled in:

Several places on the cover sheet

Questions 6, 7, 9 - 15, 15 (depends upon whom you are interviewing)

18, 19, 21 (cross out inappropriate one) 25 (coordinator's name)

32 and 46c

2. On the cover page feel free to converse about how you happen to be in the city. This question is not only an ice breaker but provides another possible important factor, how long a person has been in the area. Note the number of years.
3. Professional training. We are looking for professional vs. academic training, i.e., social work vs. sociology. We are also looking for the auspice of the training - the national agency or university, etc. Do this conversationally so that it will not be threatening. Also find out the area of major study for undergraduate training and what college it was gained at.
4. Make a note on the back page as to the tone of the interview. Was it negative, positive or neutral = evasive or responsive and helpful, hostile or friendly, etc. Note anything that you think will be helpful in better understanding the information (R had a terrible cold, we were constantly interrupted by the telephone, it was the day before the big board meeting and R was agitated, etc.)
5. Phone me collect after 2 or 3 interviews about the sequence of questions, questions that consistently answer a different question so that the two should be adjacent to each other, questions that duplicate, etc. We will then change the order or wording. If you have especially helpful R's ask them how they felt about the interview and what questions were confusing, etc.
6. At the close of the interview, ask R if there is anything else you should have asked, is there anything else they want to say about the collaboration or their agencies, etc.
7. Then ask if you can call on them again if you (the interviewer) have left out anything or if you (the interviewer) have not gotten good notes when you get home.

Additional Instructions

1. Check through the interview form and note the changes.
2. Interviews with persons NOT in direct service organizations will have the following questions non-applicable: Nos. 11, 12, 13, 14, 32, and 35. Cross out those questions before the interview.
3. Interviews with persons NOT affiliates of the National Assembly will have the following questions non-applicable: Nos. 15, 16, 17, and 18. Cross out those questions before the interview.
4. Concerning Question #1. If the problems mentioned by the respondent are not problems of or with youth, take the first three answers AND THEN probe for youth problems--so that the next 4-5 questions make sense.
5. We are interested in the respondent's perception of most of this information and not the actual situation.
6. Put pertinent interviewer comments on the last page.

INTERVIEW SCHEDULE — JUVENILE JUSTICE COLLABORATION (FIRST INTERVIEWS)

Organization _____ Representative
to Collaboration _____

Sex 1. Male
2. Female

Status 1. Executive Director
2. Other staff
3. Board
4. Other member
5. Other

A. Questions about the community

1. From your knowledge of youth and the community, what would you say are the THREE most important problems with youth here? (accept more than three if volunteered)

1. unemployment
2. public school system
 - lack of adequate/interesting school
 - nonacademic vocational-lack of opportunities in this area
 - drop-outs
3. lack of recreational things for kids to do/kids
 - hanging around/not enough for kids to do
4. lack of alternative (substitute) shelter for runaways
5. lack of variety of services/counseling
6. lack of emergency/crisis services
7. lack of adequate transportation
8. attitude of youth
9. indifferent community attitude
0. other

2. Which of these is the most serious and why?

1. unemployment
2. public school system
 - lack of adequate/interesting school
 - nonacademic vocational-lack of opportunities in this area
 - drop-outs
3. lack of recreational things for kids to do/kids
 - hanging around/not enough for kids to do
4. lack of alternative (substitute) shelter for runaways
5. lack of variety of services/counseling
6. lack of emergency/crisis services
7. lack of adequate transportation
8. attitude of youth
9. indifferent community attitude
0. other

B. I'm going to ask some questions about the _____, your program and your participation in the collaboration.

3. What is the basis on which your board is chosen (probe for one of two basis)

- _____ 1. traditional - i.e., community status, prestige, wealth, family ties, socialite, etc.
- _____ 2. legal - rational - i.e., particular profession, expertise, knowledge of community or client group, etc.

Probe for whether the board is

- a) primarily honorary
- b) primarily policy
- c) primarily program
- d) other
- e) what combination

4. In a list of 10 top agency priorities, where would you put the _____'s participation in the collaboration?

1. One of the top three
2. One of the top 10 (4-10)
3. Not in top 10
4. Other response

5. How do you expect the _____ to benefit from participation in the collaboration?

0. NA
1. No benefit
2. More money
3. For services it might provide that are my agencies priority
4. Assistance of professional staff
5. Build communications with other agencies
6. Increase community awareness
7. Get federal or state funding
- 8.
9. Other

6. Do you see any disadvantages for the _____ in participating in the collaboration?

- 0.
1. None
2. Short term projects - get community excited and then leave
3. Strain on our resources
4. Time requires so much time

7. Is the _____ doing anything now with children who have been identified by the courts or police as status offenders and referred directly or indirectly to your program?

0. No response
1. None
2. Give money
3. Staff training
4. Have status offenders in regular program treat like other kids
5. Take referrals from police
6. Have specific units, i.e., group home, NYDUM (YMCA) family counseling
7. Serve individuals in specific programs/cases
8. Non-applicable, not a service agency
9. Other

8. Can you estimate how many of these children are being served by all of your program. (Probe for a number)

9. Is the _____ doing anything now with other children exhibiting problems (children not identified as status offender but who are considered to you or your staff and volunteers to be headed for problems).

- 0. No response
- 1. None
- 2. Give money
- 3. Staff training
- 4. Have status offenders in regular program
 treat like other kids
- 5. Take referrals from police
- 6. Have specific units, i.e., group home, NYDUM
 (YMCA) family counseling
- 7. Serve individuals in specific programs/cases
- 8. Non-applicable, not a service agency
- 9. Other and/or more than one of the above

10. Can you estimate about how many of these children are being served by all your programs?
(Probe for a number)

11. What do you see as the _____ major strengths in dealing with status offenders and other problem youth at this time?

- 0. No answer
- 1. Limited
- 2. Multi-disciplinary
- 3. Liaison between public-private
- 4. Independence
- 5. Flexibility - able to react to new problems
- 6. Identified as agency for that problem
- 7. Specifics
- 8. Not applicable
- 9. Other

12. What do you see as the _____'s weaknesses in dealing with status offenders and other problem youth at this time?

- 0. No answer
- 1. Lack of facilities
- 2. Limited scope of our mandated operation
- 3. Inflexibility
- 4. Lack of structure
- 5. Lack of knowledge of status offenders
- 6. Court size
- 7. Limited funds
- 8. Not applicable
- 9. Other

13. Do you have a list of the locations of _____ program units?

(If YES, say you'll ask for it before you leave for last year and this year.) (If NO, say that at the end of the interview you will show a map and try a guess at where new programs units are located, if any.)

C. Now we'll get to the questions about the collaboration.

14. Have you been the representative from the _____ since the beginning?

- 0. No response
- 1. Yes
- 2. No

15. What do you think will happen to the collaboration when the _____ money runs out?

16. How do you tell your agency or Board what is going on in the collaboration?

- 0. No response
- 1. Report to superior
- 2. Written report to staff
- 3. Report to Board
- 4. Written report and report to Board
- 5.
- 6.
- 7.
- 8. Not applicable
- 9. Other

17. How much time in an average month do you spend on collaboration meetings and activities?

- 0. No response
- 1. Under 5 hours
- 2. 5-10 hours
- 3. 10-15 hours
- 4. 16-20 hours
- 5. 21-25 hours
- 6. 26-30 hours
- 7. 31-35 hours
- 8. 36-40 hours
- 9. More than 40 hours

18. What other staff, board or volunteers have you gotten involved in direct collaboration business?

- 0. No response
- 1. None
- 2. No one yet. I'd like to get them when we get more organized
- 3. I keep them informed and get feedback from them
- 4. Mentions one other name
- 5. Mentions more than one other name
- 6.
- 7.
- 8. Not applicable
- 9. Other

19. Can you give me a rough figure for the mean salary paid to professionals in your agency (if not readily available, return to the question — ask at the end of the interview)

20. Other than the formal meetings mentioned above, how much contact did you have with _____ in the last month?
(coordinator)

- 0. No response
- 1. None, never met
- 2. Talked to only at meetings
- 3. Some 1-2 a month initiated by me
- 4. Some 1-2 a month initiated by her/him
- 5. Some 1-2 a month initiated by both of us
- 6. Often 3-5 a month initiated by me
- 7. Often 3-5 a month usually initiated by her/him
- 8. Often 3-5 a month initiated by both of us
- 9. Frequently

21. Who usually initiated the contact?

22. How was it usually made (telephone, face-to-face)? (Stress usually. If not go through each contact.)

- 0. No response
- 1. At meetings
- 2. Mail
- 3. Phone
- 4. Face-to-face
- 5.
- 6.
- 7. Haven't met
- 8. Not applicable
- 9. Other

23. What do you think agencies not represented in the National Assembly bring to the Collaboration?

- 0. No response
- 1. Broader base, different viewpoint, broader perspective
- 2. More experience, expertise, knowledge of and work with status offenders and problem youth
- 3. Resources for Nat. Ass. Affiliate Agencies
- 4. More of a local perspective, grass roots, etc., knows more of what the community wants, more political awareness
- 5. More contact with types of youth, i.e., blacks and minorities
- 6. More use that affiliates. They aren't doing anything and shouldn't be in the collaboration. May motivate Nat. Ass. Affiliates to do something
- 7. Same thing as other
- 8. Not applicable
- 9. Other more flexible, keep Nat. Ass. Affiliate honest. Less tradition, better quality of partic. fill in gaps.

24. Are there any type of people, organization or individuals not now in the collaboration that you think should be included? If so, which ones and why?

25. Are there any type of people, organizations or individuals now in the collaboration that **SHOULD NOT** be included? If so, which ones and why?

26. Under what circumstances in the future is it possible that the _____ will reallocate some of its program money to the collaboration?

0. No response or don't know
1. No money, only donate services/facilities or staff time
2. Depends on success of collab. its use, validity and the direction of its program and how it fits into our goals/programs. (Might still have to have control over funds)
3. Board would have to clearly recognize problems and population as a priority and not being met. Than reassign funds.
4. We could include them in a proposal or incorporate existing programs into collaboration goals
5. Might allocate money to programs in that area of concern but under our own aegis
6. It won't happen/we don't have money
7. A miracle, new money for United Way or a legacy
8. Not applicable
9. Other - just participation is enough, get rid of old board of my agency or convince them that they thought of it

27. What would be the impetus for that to happen?

0. No answer, don't know
1. If the collab. is successful beyond LEAA money - makes goal commitments
2. If seed money out and money is needed for the program we'll try to get a foundation grant, one time gift, submit a proposal, etc.
3. If we deal with a problem appropriate to my org. we'll phase it into our regular program
4. If we can convince the board it is appropriate
5. It won't happen
6. If we get additional money
7. Community political pressure
8. Not applicable
9. Other

28. Social agencies are currently facing financial problems. Which of the following, if any, have occurred in your agency? (Circle more than one if applicable)

Yes	No	
1	0	1. Reduction in income from United Way
1	0	2. Reduction in income from other sources
1	0	3. Reduction in proposed staff
1	0	4. Reduction in office staff
1	0	5. Reduction in number of programs offered
1	0	6. Reduction in number of client services
1	0	7. Reduction in quality of programs
1	0	8. Reduction in professional activities outside of the agency
1	0	9. Other _____

(explain)

29. If your agency comes into financial difficulties, how will this affect your participation in the collaboration?

0. No answer, don't know
1. It is in trouble and it affects staff participation
2. It might affect staff participation
3. Probably no effect
4. Not active now
5. Probably would drop collab.
- 6.
- 7.
8. Not applicable
9. Other

30. What do you think about the collaboration applying for federal and state funds for programs?

- 0. No answer, don't know
- 1. Would be against it
- 2. For it reluctantly - reservations
- 3. For it enthusiastically
- 4. Other

31. Which agencies in the collaboration do you think have the most effective programs for status offenders and other children who exhibit problem behavior?

32. How often in the last month have you contacted National Assembly affiliated agencies regarding status offenders or other children who exhibit problem behavior?

- 0. Don't know
- 1. None
- 2. Little - few (1-3)
- 3. Several (4-5)
- 4. Frequently, often, regularly, daily (6-8)
- 5. Other (Explain)

33. In what way do you think the collaboration has affected your relationships with agencies in the collaboration, positively and negatively?

- 0. No answer
- 1. Others have become aware of our program, my function
- 2. Helped to get more money, technical assistance
- 3. Became more familiar with other agencies, programs, resources and services
- 4. More familiar with other people - build relationships improve relationships - build communications
- 5. Make service better, more effective in the community
- 6. Solved some common problems in the community
- 7. Don't know, too soon to tell, no difference
- 8. Not applicable
- 9. Other

34. Do any of the agencies in the collaboration have more influence than others? If so, which ones?
(Ask the question like this - If the question arises, we are looking for more influence in the collaboration?)

35. How effective do you think the collaboration is now?

36. What task do you feel the collaboration has done the best job on?

37. If you had to do it again from the perspective of your current knowledge about the collaboration, would you commit your agency to participation in the collaboration - what percentage of others in the collaboration do you think would commit their agencies to the collaboration knowing what they know now? (Probe for a guess.)

38. What THREE problems in the collaboration do you feel are keeping it from working more effectively towards its goals? (Don't elaborate)

1. _____

2. _____

3. _____

39. Is there anything else that you would like to add or that you think would be helpful in helping us understand your participation in the collaboration?

RETURN TO QUESTIONS

13. Location of programs units last year or new program units _____ year.

19. Mean salary of professional staff.

CODE BOOK (FIRST INTERVIEW)

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 101	CIT	<u>Site</u>	1
		1) Connecticut (State)	
		2) Oakland	
		3) Spartanburg	
		4) Spokane	
		5) Tucson	
		6)	
		7) Danbury, Conn.	
		8) Torrington, Conn.	
		9) Waterbury, Conn.	
OD 102	ORGAN	<u>Organizational Identification</u>	2 - 3
		01) Boys' Clubs	
		02) Camp Fire Girls	
		03) Girl Scouts	
		04) Girls' Clubs	
		05) Red Cross	
		06) Salvation Army	
		07) Traveler's Aid Society	
		08) Y.M.C.A.	
		09) Y.W.C.A.	
		10) Homemaker-Home Health Aide	
		11) Junior League	
		12) N.C.C.D.	
		13) National Council of Jewish Women	
		14) Jewish Family Service	
		15) Boy Scouts	
		16)	
		17)	
		18) Child Welfare League	
		19) United Way	
		20) Other	
		40) 4-H Clubs	
OD 103	(SEX)	<u>Sex of Interviewee</u>	4
		1) Male	
		2) Female	
OD 104	RACE	<u>Ethnicity of Interviewee</u>	5
		1) Caucasian, White	
		2) Mexican/Spanish American	
		3) Native American, Indian	
		4) Negro, Black, Afro-American	
		5) Oriental American	
		6) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 105	(STATUS)	<u>Organizational Position</u>	6
		1) Executive Director 2) Other Staff 3) Board Member 4) Other Member 5) Chairperson 6) Other	
OD 106	TENURE	<u>Residence (How Long in Town?)</u>	7
		1) Less than 1 year 2) 1 year to 3 years 3) 3 years/1 month to 5 years 4) 5 years/1 month to 10 years 5) More than 10 years	
		(blank)	8
OD 107	PROB 1	<u>Three (3) Most Important Problems</u>	9 - 11
OD 108	PROB 2	(PROB 1 to PROB 3)	
OD 109	PROB 3	1) Unemployment 2) Public school system lack of adequate/interesting school nonacademic vocational-lack of opportunities in this area drop-outs 3) Lack of recreational things for kids to do/kids hanging around/not enough for kids to do 4) Lack of alternative (substitute) shelter for runaways 5) Lack of variety of services/counseling 6) Lack of emergency/crisis services 7) Lack of adequate transportation 8) Attitude of youth 9) Indifferent community attitude 0) Other	
		(blank)	12
VS 10 - 18		<u>Which is Most Serious for Whom?</u> (PRWHO 1 to PRWHO 9)	
OD 110	PRWHO	1) Cross section of juveniles	13
OD 111	PRWHO	2) Low income minority	14
OD 112	PRWHO	3) Upper teens	15
OD 113	PRWHO	4) Lower teens (Jr. High School age)	16
OD 114	PRWHO	5) One-parent families	17
OD 115	PRWHO	6) Girls	18
OD 116	PRWHO	7) Boys	19
OD 117	PRWHO	8) Housing projects	20
OD 118	PRWHO	9) Cross section of juvenile youth	21

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
		(blank)	22 - 23
OD 119		<u>Most Important Person in Community to Include in a Collaboration</u>	24 - 25
OD 120		<u>Second Person Listed</u>	26 - 27
OD 121		<u>Third Person Listed</u>	28 - 29
		10) Self	
		11) Own organization	
		20) Personal characteristics of persons	
		21) Good with kids	
		22) Good administrator	
		23) Strong advocate	
		24) Legal knowledge	
		25) C. O. Skills	
		26)	
		27)	
		28)	
		29)	
		30) Types of community groups	
		31) Political i.e., mayor	
		32) Business i.e., Chamber of Commerce, service club	
		33) Schools	
		34) Police	
		35) Courts	
		36) Public relations	
		37) Medical	
		38) Church	
		39)	
		<u>Organizations to Include in a Collaboration</u>	
OD 122	ORGINCL 1	1) Local grantee	30 - 34
OD 123	ORGINCL 2	2) Schools or teachers org.	
OD 124	ORGINCL 3	3) Police or police dept. or program	
OD 125	ORGINCL 4	4) State or regional service organizations (public)	
OD 126	ORGINCL 5	5) National Assembly Affiliate or Program	
		6) Other non-profit local or national group or program	
		7) Profit making agencies or affiliated org. i.e., bankers group	
		8) Federally supported program or state or regional	
		9) Own organization	
		(blank)	35

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 127	PRIORITY	<u>Priority of Work with Collaboration</u> 1) One of the top three 2) One of the top 10 (4 - 10) 3) Not in top 10 4) Other response	36
OD 128	IMPRES 1	<u>First Impression of Benefits</u> 1) No benefit 2) More money 3) For services it might provide that are my agencies priorities 4) Assistance of professional staff 5) Build communications with other agencies 6) Increase community awareness 7) Get federal or state funding	37
OD 129	IMPRES 2	<u>Current Impression of Benefits</u> 1) No benefit 2) More money 3) For services it might provide that are my agency's priorities 4) Assistance of professional staff 5) Build communications with other agencies 6) Increase community awareness 7) Get federal or state funding	38
OD 130	IMPDIFF	<u>Change Between Answer in Question 8 and Question 9</u> 1) Same 2) Change 3) Change from agency oriented to group or problem oriented	39
OD 131	DISADVAN	<u>Disadvantages to the Agency of Collaboration Participation</u> 1) None 2) Short term projects - get community excited and then leave 3) Strain on our resources 4) Time - requires so much time 5) Lack of expansion of collaboration	40

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 132	PROGRAMS	<u>Programs by Agency with Status Offenders/ Children at Risk</u>	41
		0) No response 1) None 2) Give money 3) Staff training 4) Have SO's in regular program, treat like other kids 5) Take referrals from police 6) Have specific units, i.e., group home, NYDUM (YMCA) family counseling 7) Serve individuals in specific programs/cases 8) Non-applicable, not a service agency 9) Other	
OD 133	OTHER PY	<u>Other Problem Youth</u>	42
		0) No response 1) None 2) Give money 3) Staff training 4) Have SO's in regular program, treat like other kids 5) Take referrals from police 6) Have specific units, i.e., group home, NYDUM (YMCA) family counseling 7) Serve individuals in specific programs/cases 8) Non-applicable, not a service agency 9) Other	
OD 134	STRENGTH	<u>Major Strengths in Dealing with Status Offenders/ Children at Risk</u>	43
		0) No answer 1) Limited 2) Multi disciplinary 3) Liason between public-private 4) Independence 5) Flexibility--able to react to new problems 6) Identified as agency for that problem 7) Because of our specific service/units/ resources/programs/facilities 8) Not applicable 9) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 135	WEAKNESS	<u>Major Weaknesses</u>	44
		0) No answer	
		1) Lack of facilities	
		2) Limited scope of our mandated operation	
		3) Inflexibility of staff or program/red tape	
		4) Lack of structure	
		5) Lack of knowledge of status offenders	
		6) Court size	
		7) Limited funds/resource/staff/leadership	
		8) Not applicable	
		9) Other	
OD 136	COMNO	<u>Communications with National Office</u>	45
		1) More than weekly	
		2) Weekly	
		3) About twice a month	
		4) Monthly	
		5) 8 - 10 times a year	
		6) Twice a year	
		7) Seldom	
		8) Little with national--lots with regional	
		9) Other	
OD 137	TYPE CONT	<u>Nature of Contact with National/Regional</u>	46
		1) Mostly face-to-face	
		2) Face-to-face and phone calls	
		3) Face-to-face and mail	
		4) Mostly calls	
		5) Calls and mail	
		6) Mostly mail	
OD 138	CONTCO	<u>Contact About the Collaboration</u>	47
		0) No response	
		1) No contact	
		2) Little contact--letter	
		3) Little contact--other	
		4) Some contact--supportive	
		5) A lot of contact (enthusiastic)	
		6)	
		7)	
		8) Not applicable	
		9) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 139	KNOWNO	<u>Knowledge of Person in National Office</u>	48
		0) No response	
		1) Does not know any name in national or regional	
		2) Does know a name in either national or regional	
		3) Knows more than one name	
		4) Knows the name of the agency rep to the task force at Nat.	
		5)	
		6)	
		7)	
		8) Not applicable	
		9) Other	
OD 140	CONTREP	<u>Continuous Representation</u>	49
		0) No response	
		1) Yes	
		2) No	
		3)	
		4)	
		5)	
		6)	
		7)	
		8) Not applicable	
		9) Other	
OD 141	REPORT	<u>How Report Back to Organization</u>	50
		0) No response	
		1) Report to superior	
		2) Written report to staff	
		3) Report to Board	
		4) Written = report and report to Board	
		5)	
		6)	
		7)	
		8) Not applicable	
		9) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 142	TIMSCO	<u>Time Spent on Collaboration per Month</u>	51
		0) No response 1) Under 5 hours 2) 5 - 10 hours 3) 11 - 15 hours 4) 16 - 20 hours 5) 21 - 25 hours 6) 26 - 30 hours 7) 31 - 35 hours 8) 36 - 40 hours 9) more than 40 hours	
OD 143	OTHERSCO	<u>Other Staff and Volunteers Involved in Collaboration</u>	52
		0) No response 1) None 2) No one yet. I'd like to get them when we get more organized 3) I keep them informed and get feedback from them 4) Mentions one other name 5) Mentions more than one other name 6) 7) 8) Not applicable 9) Other	
OD 144	RELCOORD	<u>Relationship with the Coordinator</u>	53
		0) No response 1) None, never met 2) Talked to only at meetings (or very little) 3) Some; 1-2 a month initiated by me 4) Some; 1-2 a month initiated by her/him 5) Some; 1-2 a month initiated by both of us 6) Often; 3-5 a month initiated by me 7) Often; 3-5 a month usually initiated by her/him 8) Often; 3-5 a month initiated by both of us 9) Frequently (when amount of time is given)	
OD 145	CONTMADE	<u>How was Contact Usually Made</u>	54
		0) No response 1) At meetings 2) Mail 3) Phone 4) Face-to-face and phone 5) Face-to-face 6) 7) Haven't met 8) Not applicable 9) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 146	BREADTH	<u>How Broad a Base Should the Collaboration Have</u> 0) No response 1) A broad community representation of all individuals and agencies and <u>youth</u> that are really concerned with and serve youth 2) Same as above but without the specific mention of youth 3) All organizations in community working with youth who have know-how and expertise (individuals should represent agencies) 4) A core group of decision makers to get more work done--then add broad representation 5) Everyone working with or having potential to work with status offenders or children at risk (or problem youth) 6) Only agencies working with SO's, PY etc. 7) There should be no National Assembly affiliates or there are too many 8) About right the way it is 9) Only private agencies or National Assembly affiliates	55
OD 147	NONNAAGS	<u>What do Non-National Assembly Agencies Bring to Collaboration</u> 0) No response 1) Broader base, different viewpoint, broader perspective 2) More experience, expertise, knowledge of and work with status offenders and problem youth 3) Resources for National Assembly Affiliation Agencies/more services 4) More of a local perspective, grass roots etc. knows more of what the community wants, more political awareness 5) More contact with types of youth i.e., blacks and minorities 6) More use than affiliates--they aren't doing anything and shouldn't be in the collaboration. May motivate National Assembly Affiliates to do something. 7) Same thing as other 8) Not applicable 9) Other more flexible, keep National Assembly Affiliates honest, less tradition, better quality of participation fill in gaps, less political	56
		(blank)	57

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 148	MONTOCO	<u>Circumstances in Future, Agency Will Reallocate Some of Program Money to the Collaboration</u>	58
		0) No response or don't know 1) No money, only donate services/facilities or staff time 2) Depends on success of collaboration its use, validity and the direction of its program and how it fits into our goals/programs. (Might still have to have control over funds.) 3) Board would have to clearly recognize problems and population as a priority and not being met then reassign funds 4) We could include them in a proposal or incorporate existing programs into collaboration goals 5) Might allocate money to programs in that area of concern but under our own aegis 6) It won't happen/we don't have money 7) A miracle, new money from United Way or a legacy 8) Not applicable 9) Other--just participation is enough, get rid of old board of my agency or convince them that they thought of it	
OD 149	IMPETUS	<u>Impetus for Your Agency to Reallocate Program Money to Collaboration</u>	59
		0) No answer, don't know 1) If the collaboration is successful beyond LEAA money--makes goal commitments 2) If collaboration seed money runs out and money is needed for the program we'll try to get a foundation grant, one time gift, submit a proposal, etc. 3) If we deal with a problem appropriate to my organization we'll phase it into our regular program 4) If we can convince the board it is appropriate 5) It won't happen 6) If we get additional money 7) Community political pressure 8) Not applicable 9) Other	
OD 150	MONPROB	<u>What Happens to Your Participation if Your Agency is in Financial Difficulty</u>	60
		0) No answer--don't know 1) It is in trouble and it affects staff participation 2) It might affect staff participation 3) Probably no effect 4) Not active now 5) Probably would drop collaboration 6) 7) 8) Not applicable 9) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 151	FEDFUND	<u>What Do You Think About Organizations Such as Yours Applying for Federal and State Funds for Programs</u>	61
		0) No answer	
		1) Rather have private money, afraid of it, no continuation--lose independence	
		2) No-reservations about it but would do it if a last resort	
		3) OK--reluctant and negative--not really the answer, takes too much time; it's only seed money etc.	
		4) Yes with qualifications; depends on program, limited purpose not too large a percent of budget a possibility may be inevitable	
		5) Essential--trend for the future especially some programs; no problem; they take advantage of it, especially through collaboration	
		6) Enthusiastic--doing it	
		7) Already so funded	
		8) Not applicable	
		9) Other	
OD 152	EFFECT 1	<u>Organization with Most Effective Programs for</u>	62 - 3
OD 153	EFFECT 2	<u>Status Offenders</u>	64 - 5
OD 154	EFFECT 3		66 - 7
		01) Boys' Clubs	
		02) Camp Fire Girls	
		03) Girl Scouts	
		04) Girls' Clubs	
		05) Red Cross	
		06) Salvation Army	
		07) Traveler's Aid Society	
		08) Y.M.C.A.	
		09) Y.W.C.A.	
		10) Homemaker-Home Health Aide	
		11) Junior League	
		12) N.C.C.D.	
		13) National Council of Jewish Women	
		14) Jewish Family Service	
		15) Boy Scouts	
		16)	
		17)	
		18) Child Welfare League	
		19) United Way	
		20) Other	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 155	CONTNA	<u>How Often Contacted National Assemblies</u> <u>Affiliates Agencies in re. S.O.'s</u> 0) No response 1) None - don't know 2) Little or 1 time 3) 2 - 3 times 4) 4 - 5 times 5) Several 6) 6 - 8 times 7) Frequently, often, regularly 8) Daily or more 9) Other	68
OD 156	QUALITY	<u>Quality of Contacts in Collaboration (in</u> <u>Comparison with Others)</u> 0) No response 1) No contacts 2) Too little couldn't say 3) Just getting started so can't say 4) Worse 5) Same 6) Better with some, same with others 7) Excellent, good, better 8) Not applicable 9) Other	69
OD 157	RELAGSCO	<u>Ways Collaboration Will Strengthen Relationships</u> <u>with Agencies in Collaboration</u> 0) No answer 1) Others will become aware of our program, my function 2) Help to get more money, technical assistance 3) Become more familiar with other agencies, programs resources and services 4) More familiar with other people--build relationships improve relationships--build communications 5) Makes service better, more effective in the community 6) Solve common problems in the community 7) Don't know, too soon to tell, no difference 8) Not applicable 9) Other	70

INTERVIEW SCHEDULE -- JUVENILE JUSTICE COLLABORATION (SECOND INTERVIEW)

Organization _____ Representative
to Collaboration _____

Sex 1. Male
2. Female

Status 1. Executive Director
2. Other Staff
3. Board
4. Other Member
5. Other

Race

Professional training _____

How many years have you lived in _____?
How do you like it here?

We are planning to interview people in _____ that have influence on what happens
to kids. Can you give us some names of people we should include here?

I am going to ask you several kinds of questions. First, since you are a community leader I will ask you
questions about the community. Then I will ask you some questions about the _____
here and its program. Finally I will ask you some questions about the collaboration.

A. Questions about the community.

1. From your knowledge of youth and the community, what would you say are the THREE most important problems with youth here? (accept more than three if volunteered)

1. _____
2. _____
3. _____

2. Which of these is the most serious and why?

3. Among what kinds of young people is this problem the most serious? (Wait and then probe for race, socio-economic status, area of the community, age, ethnic, etc.)

4. If you were forming a collaboration around the most serious problem, what THREE individuals in the community would be the most important to include and why?

1. _____
2. _____
3. _____

5. What about organizations, what five would be the most important to include, and why?

1. _____
2. _____
3. _____
4. _____
5. _____

(If all of the above are public organizations or all are private organizations probe for the other. If you don't know, ask AFTER the five are listed. Questions such as below.

- 5a. I see that you have mentioned all private (or public) agencies, are there no public (private) agencies that you would include in the five most important? If not, why not? Then, what is the most important public (private) agency in town around services to youth?

B. I'm going to ask some questions now about the _____, your program and your participation in the collaboration.

6. What are the THREE most important activities of the _____

1. _____

2. _____

3. _____

7. In a list of 10 top agency priorities, if these three would be at the top, where would you put the _____'s participation in the collaboration — would it be in the top 10?

8. How did your agency get involved in the collaboration? (Looking for impetus from national, other agencies, persons within own agency or the community.)

Probe — where first information came from and first impression of possible benefits to participator.

9. How do you expect the _____ to benefit from participation in the collaboration?

10. Do you see any disadvantages for the _____ in participating in the collaboration?

11. Is the _____ doing anything now with status offenders? (If specific programs are in process, get names and other data to check on later.)

12. Is the _____ doing anything now with other problem youth? (Get data for future check.)
13. What do you see as the _____ major strengths in dealing with status offenders and other problem youth at this time?
14. What do you see as the _____'s weaknesses in dealing with status offenders and other problem youth at this time?
15. How often _____ have personal contact with your national office? (Face-to-face, phone call, or direct personal letter — not mimeographed.)
For executive directors put in "do you."
For other staff put in "does your own office (in your specific work role)."
For Board and others put in "does your organization" and accept "don't know."
16. How much personal contact have you had about the collaboration with your national office? (Probe for the nature of the contact, the sequence, the tone — negative, positive, neutral, supportive or non-supportive or absent.)
17. Who would you contact at the national office if you had a question, concern or problem about the collaboration?
18. How do you feel about the communication between the _____ and your national office?

C. Now we'll get to the questions about the collaboration

18. Have you been the representative from the _____ since the beginning?

19a. If not, how did you get involved and why was there a change?

20. How do you tell your agency or Board about what is going on in the collaboration?

21. How regularly do you get to the executive (or steering) committee meetings of the collaboration?

22. What other collaboration meetings do you attend regularly? (If applicable, i.e., task force meetings.)

23. How much time in a month do all of these meetings require?

24. What other staff, board or volunteers have you gotten involved in direct collaboration business?

25. Other than the formal meetings mentioned above, how much contact did you have with _____ in the last month?

26. Who usually initiated the contact?

27. How was it usually made (telephone, face-to-face)? (Stress usually. If not, go through each contact.)

28. How broad a base should the collaboration membership have? (Referring to local area — not state or regional.)

29. What do you think agencies not represented in the National Assembly bring to the collaboration?

30. Are there any agencies or organizations or individuals not now in the collaboration that you think should be included? If so which ones and why?
31. Is the collaboration moving toward that?
32. Under what circumstances in the future is it possible that the _____ will reallocate some of its program money to the collaboration?
33. What would be the impetus for that to happen?
34. If your agency comes into financial difficulties, how will this affect your participation in the collaboration?
35. What do you think about organizations such as yours applying for federal and state funds for programs?
36. Which agencies in the collaboration do you think have the most effective programs for status offenders? (If no response substitute problem youth for status offenders.)
37. How often in the last month have you contacted National Assembly affiliated agencies regarding status offenders?
38. What were the contacts about?
39. Thinking about your contacts with other agencies, how would you rate the quality of your contacts with those in the collaboration? (About the same, better, worse.)

40. In what way do you think the collaboration will strengthen or weaken your relationships with agencies in the collaboration?
41. Will the collaboration affect your relationships with other community agencies not in the collaboration?
42. Do any of the agencies in the collaboration have more influence than others? If so, which ones?
(Ask the question like this — If the question arises, we are looking for more influence in the collaboration.)
43. How effective do you think the collaboration is now?
44. What THREE problems in the collaboration do you feel are keeping it from working more effectively towards its goals? (Don't elaborate.)
1. _____
2. _____
3. _____
45. Which of the above is the most critical for the success of the collaboration and how could it be handled by the following?
- a) the coordinator _____
- b) the chairperson _____
- c) by you — How could you or the _____ help deal with the problem?

Is there anything else that you would like to add or that you think would be helpful?

CODE BOOK (SECOND INTERVIEW)

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 201	CIT	<u>Site</u> <ol style="list-style-type: none"> 1) Connecticut (State) 2) Oakland 3) Spartanburg 4) Spokane 5) Tucson 6) 7) Danbury, Conn. 8) Torrington, Conn. 9) Waterbury, Conn. 	1
OD 202	ORGAN	<u>Organizational Identification</u> <ol style="list-style-type: none"> 01) Boys' Clubs 02) Camp Fire Girls 03) Girl Scouts 04) Girls' Clubs 05) Red Cross 06) Salvation Army 07) Traveller's Aid society 08) Y.M.C.A. 09) Y.W.C.A. 10) Homemaker-Home Health Aide 11) Junior League 12) N.C.C.D. 13) National Council of Jewish Women 14) Jewish Family Service 15) Boy Scouts 16) 17) 18) Child Welfare League 19) United Way 20) Other 40) 4-H Clubs 	2 - 3
OD 203	SEX	<u>Sex of interviewee</u> <ol style="list-style-type: none"> 1) male 2) female 	4
	col. 5	(blank)	5
OD 205	STATUS	<u>Organizational Position</u> <ol style="list-style-type: none"> 1) Executive Director 2) Other Staff 3) Board Member 4) Other Member 5) Chairperson 6) Other 	6

Second Interview Code Book - page 2

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
	col. 7 and 8	(blank)	7 - 8
OD 207	PROB 1	<u>Three most important problems</u> (PROB 1 to PROB 3)	9 - 11
OD 208	PROB 2		
OD 209	PROB 3		
		1) unemployment	
		2) public school system	
		lack of adequate/interesting school	
		nonacademic vocational-lack of opportunities	
		in this area	
		drop-outs	
		3) lack of recreational things for kids to do/	
		kids hanging around/not enough for kids to do	
		4) lack of alternative (substitute) shelter for runaways	
		5) lack of variety of services/counseling	
		6) lack of emergency/crisis services	
		7) lack of adequate transportation	
		8) attitude of youth	
		9) indifferent community attitude	
		0) other	
OD 210	PROBIMP	<u>Most serious problem</u>	12
		1) unemployment	
		2) public school system	
		lack of adequate/interesting school	
		nonacademic vocational-lack of opportunities	
		in this area	
		drop-outs	
		3) lack of recreational things for kids to do/kids	
		hanging around/not enough for kids to do	
		4) lack of alternative (substitute) shelter for runaways	
		5) lack of variety of services/counseling	
		6) lack of emergency/crisis services	
		7) lack of adequate transportation	
		8) attitude of youth	
		9) indifferent community attitude	
		0) other	
OD 211	BORD CHOZ	<u>Basis on which Board is chosen</u>	13
		1) traditional factors	
		2) legal--rational factors	
		3) mixture	
		4) other	
		5) don't know	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 212	BORDTYP	<u>What type of Board do you have?</u> a) primarily honorary b) primarily policy c) primarily program d) other e) what combination	14
OD 213	NUMSO	<u>Number of Status Offenders served in program</u> 000) none 001 - 899) number 900) not applicable 990) don't know	15 - 17
OD 214	NUMP 4	<u>Number of other problem youth or Children at Risk served</u> 000) none 001 - 899) number 900 not applicable 990 don't know <u>Financial problems agency faced</u>	18 - 20
OD 216	REDUNWY	1) reduction in income from United Way	21
OD 217	REDOTINC	2) reduction in income from other sources	22
OD 218	REDSTF	3) reduction in proposed staff	23
OD 219	REDOFF	4) reduction in office staff	24
OD 220	REDPROG	5) reduction in number of programs offered	25
OD 221	REDCLSV	6) reduction in number of client services	26
OD 222	REDQUAP	7) reduction in quality of programs	27
OD 223	REDPROF	8) reduction in professional activities out- side of the agency	28
OD 224	REDOTH	9) other	
		(blank)	30 - 35
OD 227	PRIORITY	<u>Priority of work with Collaboration</u> 1) one of the top three 2) one of the top 10 (4-10) 3) not in top 10 4) other response	36
	col. 39	(blank)	39

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 231	DISADVANT	<u>Disadvantages in participating in the collaboration</u>	40
		0) none	
		1) none	
		2) Short term projects--get community excited and then leave	
		3) strain on our resources	
		4) time requires so much time	
OD 232	PROGRAMS	<u>Work with children identified by courts/police as Status Offenders and referred to program</u>	41
		0) no response	
		1) none	
		2) give money	
		3) staff training	
		4) have status offenders in regular program treat like other kids	
		5) take referrals from police	
		6) have specific units, i.e., group home, NYDUM (YMCA) family counseling	
		7) serve individuals in specific programs/cases	
		8) non-applicable, not a service agency	
		9) other	
OD 233		<u>Work with other children exhibiting problems (not status offender but headed for problems)</u>	42
		0) no response	
		1) none	
		2) give money	
		3) staff training	
		4) have status offenders in regular program treat like other kids	
		5) take referrals from police	
		6) have specific units, i.e., group home, NYDUM (YMCA) family counseling	
		7) serve individuals in specific programs/cases	
		8) non-applicable, not a service agency	
		9) other and/or more than one of the above	
OD 234	STRENGTH	<u>What are major strengths in dealing with Status Offenders and other problem youth at this time?</u>	43
		0) no answer	
		1) limited	
		2) multi-disciplinary	
		3) liaison between public-private	
		4) independence	
		5) flexibility--able to react to new problems	
		6) identified as agency for that problem	
		7)	
		8) not applicable	
		9) other	75

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<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 235	WEAKNESS	<u>Weaknesses in dealing with Status Offenders and other problem youth at this time?</u> <ul style="list-style-type: none"> 0) no answer 1) lack of facilities 2) limited scope of our mandated operation 3) inflexibility 4) lack of structure 5) lack of knowledge of status offenders 6) court size 7) 8) not applicable 9) other 	44
OD 236	CONOMON	<u>What will happen to the Collaboration when the money runs out?</u>	45
	col. 46 - 48	(blank)	46 - 48
OD 240	CONTREP	<u>Have you been the representative since the beginning?</u> <ul style="list-style-type: none"> 0) no response 1) yes 2) no 	49
OD 241	REPORTG	<u>Informing Board activities in collaboration</u> <ul style="list-style-type: none"> 0) no response 1) report to superior 2) written report to staff 3) report to Board 4) written report and report to Baord 5) 6) 7) 8) not applicable 9) other 	50

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<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 242	TIMESCO	<u>Time spent in average month on collaboration meetings and activities</u>	51
		0) no response	
		1) under 5 hours	
		2) 5 - 10 hours	
		3) 10 - 15 hours	
		4) 16 - 20 hours	
		5) 21 - 25 hours	
		6) 26 - 30 hours	
		7) 31 - 35 hours	
		8) 36 - 40 hours	
		9) more than 40 hours	
OD 243	OTHERSCO	<u>Other staff, board or volunteers involved in direct collaboration business?</u>	52
		0) no response	
		1) none	
		2) no one yet. I'd like to get them when we get more organized	
		3) I keep them informed and get feed back from them	
		4) mentions one other name	
		5) mentions more than one other name	
		6)	
		7)	
		8) not applicable	
		9) other	
OD 244	RELCOORD	<u>Other than formal meetings how much contact with coordinator in last month?</u>	53
		0) no response	
		1) none, never met	
		2) talked to only at meetings	
		3) some 1-2 a month initiated by me	
		4) some 1-2 a month initiated by her/him	
		5) some 1-2 a month initiated by both of us	
		6) often 3-5 a month initiated by me	
		7) often 3-5 a month usually initiated by her/him	
		8) often 3-5 a month initiated by both of us	
		9) frequently	

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 245	CONTMADE	<u>How contact was usually made (telephone, face-to-face</u> 0) no response 1) at meetings 2) mail 3) phone 4) face-to-face 5) 6) 7) 8) not applicable 9) other	54
OD 246	BREADTH	<u>Type of people, organization or individuals not now in Collaboration that you think should be included</u>	55
OD 247	NONNAAGS	<u>What do you think agencies not represented in the National Assembly bring to Collaboration</u> 0) no response 1) broader base, different viewpoint, broader perspective 2) more experience, expertise, knowledge of and work with Status Offenders and problem youth 3) resources for Nat. Ass. Affiliate Agencies 4) more of a local perspective, grass roots, etc., knows more of what the community wants, more political awareness 5) more contact with types of youth, i.e., blacks and minorities 6) more use than affiliates. They aren't doing anything and shouldn't be in the collaboration. May motivate Nat. Ass. Affiliates to do something 7) same thing as other 8) not applicable 9) other more flexible, keep Nat. Ass. Affiliate honest. Less tradition, better quality of participation fill in gaps.	56

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
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OD 237	ORGNOTCO	<u>Type of people, organizations now in Collaboration that SHOULD NOT be included, why</u>	57
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OD 248	MONTOCO	<u>Possible future circumstances for reallocating money to Collaboration</u>	58
--------	---------	--	----

- 0) no response or don't know
- 1) no money, only donate services/facilities or staff time
- 2) depends on success of collab. its use, validity and the direction of its program and how it fits into our goals/programs. (Might still have to have control over funds)
- 3) board would have to clearly recognize problems and population as a priority and not being met. Then reassign funds.
- 4) we could include them in a proposal or incorporate existing programs into Collaboration goals
- 5) might allocate money to programs in that area of concern but under our own aegis
- 6) it won't happen/we don't have money
- 7) a miracle, new money for United Way or a legacy
- 8) not applicable
- 9) other--just participation is enough, get rid of old board of my agency or convince them that they thought of it

OD 249	IMPETUS	<u>What would be the impetus for that to happen?</u>	59
--------	---------	--	----

- 0) no answer, don't know
- 1) if the collab. is successful beyond LEAA money makes goal commitments
- 2) if seed money out and money is needed for the program we'll try to get a foundation grant, one time gift, submit a proposal, etc.
- 3) If we deal with a problem appropriate to my org. we'll phase it into our regular program
- 4) if we can convince the board it is appropriate
- 5) it won't happen
- 6) if we get additional money
- 7) community political pressure
- 8) not applicable
- 9) other

Second Interview Code Book - page 9

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 250	MONPROB	<u>If agency has financial difficulties, how will affect participation in Collaboration</u>	60
		0) no answer, don't know 1) it is in trouble and it affects staff participation 2) it might affect staff participation 3) probably no effect 4) not active now 5) probably would drop collab. 6) 7) 8) not applicable 9) other	
OD 251		<u>Thoughts about Collaboration applying for federal and state funds for program</u>	61
		0) no answer, don't know 1) would be against it 2) for it reluctantly--reservations 3) for it enthusiastically 4) other	
OD 252	EFFECT 1	<u>Organizations with most effective programs for Status Offenders</u>	62 - 3
OD 253	EFFECT 2		64 - 5
OD 254	EFFECT 3		66 - 7
		01) Boys' Clubs 02) Camp Fire Girls 03) Girl Scouts 04) Girls' Clubs 05) Red Cross 06) Salvation Army 07) Traveler's Aid Society 08) Y.M.C.A. 09) Y.W.C.A. 10) Homemaker-Home Health Aide 11) Junior League 12) N.C.C.D. 13) National Council of Jewish Women 14) Jewish Family Service 15) Boy Scouts 16) 17) 18) Child Welfare League 19) United Way 20) Other	

Second Interview Code Book - page 11

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 263	EFCECCO		76
OD 264	BESTJOB	<u>Task Collaboration did best job on</u>	77
OD 265	COAGAN	<u>With current knowledge about Collaboration would you commit your agency to participation in collaboration, would other commit theirs</u>	78
		<u>Three problems keeping Collaboration from working more effectively toward goals</u>	
OD 266	PROBCO 1		79
OD 267	PROBCO 2		80
OD 268	PROBCO 3		81

Second Interview Code Book - page 10

<u>Variable Number</u>	<u>Variable Label</u>	<u>Variable Description</u>	<u>Card Column</u>
OD 255	CONTNA	<u>How often contacted National Assemblies Affiliates agencies in re. S.O.'s</u>	68
		0) don't know	
		1) none	
		2) little--few (1-3)	
		3) several (4-5)	
		4) frequently, often, regularly, daily (6-8)	
		5) other (explain)	
	col. 69	(blank)	69
OD 257	RELAGSCO	<u>Ways Collaboration has affected relationships with agencies in Collaboration</u>	70
		0) no answer	
		1) others have become aware of our program, my function	
		2) helped to get more money, technical assistance	
		3) became more familiar with other agencies, programs resources and services	
		4) more familiar with other people--build relationships improve relationships--build communications	
		5) make service better, more effective in the community	
		6) solved some common problems in the community	
		7) don't know, too soon to tell, no difference	
		8) not applicable	
		9) other	
OD 258	AGINFL 1	<u>Influence of agencies in Collaboration</u>	71
OD 259	AGINFL 2		72
OD 260	AGINFL 3		73
OD 261	AGINFL 4		74
OD 262	DIFINFLU	<u>Effectiveness of Collaboration now</u>	75

Staff Interview Number 1

Interview at Delaware Conf.
Early Sept. 1976

1. What was the procedure by which you were hired?
2. What kind of apprehensions do you have about the job?
3. What kind of procedures or strategies do you think you will be using?
4. Do you have a work plan in mind? Wait and probe - What will be the first thing that you need to do?
5. What do you feel about the Chairperson?
6. What do you feel about the National Staff - John? Marianna?
7. What problems do you anticipate at this time with the Collaboration, staff, community, Collaboration Chairperson, etc.?

Staff Interview Number 2

On Site late October, 1977

1. How has it been going?
2. How is the Chair - any problems?
3. How has the help from New York been? John? Marianna? Ralph?
4. How do you feel about the progress of the Collaboration?
5. I want you to think back and tell me what your major goals were for last week?

What activities did you have to meet those goals?

What was the outcome of those activities?

6. What were your major goals for this week? Activities and outcome?

7. What are your major goals for next week? What activities are planned to meet those goals?
8. What problems can you identify at this time in meeting the Collaboration goals?
9. How do you think you're doing on the job? Weaknesses? Strengths?
10. Is there anything else that I need to know to understand the state of the Collaboration at this time?

INTERVIEW QUESTIONS FOR USE WITH REPRESENTATIVES FROM NATIONAL AGENCIES TO
JUVENILE JUSTICE TASK FORCE (Jan. and Feb. 1977)

1. Where in the table of organization is your position? (Try to find relationship to board, executive and other appropriate positions.)
2. How and why is the work with the Collaboration in your portfolio?
(look for appropriateness)
3. In a list of priorities of this job, where would your work with the collaboration come? (probe first for interest and/or importance of the work with the collaboration - then for time spent by person, or division or office?)
4. About how much time a month do you (or your division) spend in collaboration concerns - that is, work with regards to status offenders, children at risk?
 - b) Has this increased because of the collaboration?
5. About how much time a month do you spend in direct collaboration work?
 - b) About how much time a month do others in your organization spend on the collaboration?
6. How do you report collaboration activity to the rest of the organization? (probe from other staff, supervisor, exec. and board - AND regional staff)
7. How is formal action taken or formal policy made in your organization?
8. What formal actions by your national staff/board have been taken about the organization's service to status offenders/children at risk?

9. In your job, what are you doing to increase the capacity of your organization to serve status offenders/children at risk?
10. What is your organization doing to help locals serve status offender's children at risk?

staff training

program material

public relations

advocacy (formal)

advocacy (informal)

direct consultation to locals (through national or regional offices)

other

11. Has this increased since your involvement with the collaboration?
12. Does your organization encourage locals to get involved in programs or do you give service based on request?
13. How do you encourage local groups to get involved with status offender's/children/at/risk?

14. Has there been an increase in local programs/services to status offender's children at risk since your participation in the collaboration?
- b) If so, can this be measured objectively? and how?
15. How did you encourage your local affiliates to participate in the local collaborations?
16. Do you have continued interaction with these 5 communities? If so how?
17. What are the major problems, dilemmas, needs, etc., with the collaboration at this time? Wait for first answer. Probe for problems at the national, problems at the local, and problems with the idea and philosophy of the collaboration.
18. What do you hope for the collaboration to have accomplished at the end of the grant?
19. In the last year, has your division added staff or changed staff time in units that deal with status offenders/children at risk at the national or regional levels? How about the plans for the immediate future?

ATTITUDE SCALE INSTRUCTIONS

1. Call or contact each agency (pass a note around the table at a committee meeting or talk to executive directors while they are there). Determine the day and time of meetings.
2. Arrange with executive directors or board chairpersons for 5 - 7 minutes at the beginning of the Board meeting. Try not to discuss the actual instrument at the collaboration meetings. We do not want any advance warning before the base data. Don't be too candid with the representative to the collaboration. If asked say things like "We hope to find out where your Board is now on this issue so that you will know what is possible for the Girl Scouts, etc.."
3. For the meeting--BE EARLY. If you come late you alienate the group. Being on time or early lets them know that you value their time.
4. Hold onto the scales until after the following spiel...

After you are introduced

Thank them for allowing you a few minutes of their busy agenda and introduce yourself and say:

Your organization is a member of the (i.e., Spartanburg Juvenile Justice Collaboration) Mrs. (Mr.) _____ is the representative to the _____ (name of agency) collaboration. She (he) may have reported to you about its activities.

The collaboration needs to know your opinion on status offenders as it begins to plan and initiate programs and services for problem youths in the community. I will distribute an opinion scale that will take only a few minutes.

How to answer the questions: First read the instructions. Then read each item and circle the number to the right that best represents your opinion. If you strongly agree with the statement, circle the number 1 on the right, agree--number 2 and so on to strongly disagree--number 5. Each statement is different so you do not need to try to remember how you responded to a previous statement. There are no right or wrong statements so you don't need to worry about getting the right answer.

What's going to happen to these scales? Well, I am part of a research team which is doing the evaluation of the Juvenile Justice collaborations

in five cities. The director of the research team works out of a research center which is part of the University of Nebraska at Omaha. When you finish the scales I will mail them directly to Dr. Burch in Omaha. She will tabulate them there and send the results to you, for your information; the mean or average response on each statement for this organization. That way, we can determine what the group thinks but not any one individual. You can then compare the way you answered with the way the rest of the group responded if you remember how you did respond.

Your responses are completely confidential. We are asking you to put the last three digits of your social security number in case we need to come and ask you some more questions at a later date. That is a number you will remember but no one can be identified by it. If you wish, put down three other numbers, i.e., your month and year of birth (up to three digits). Anything that you can remember will do.

(You can change this some so that it comes out true to your style but write it out in advance and practice it and give the same spiel to all.)

ATTITUDE SCALE

OPINION ABOUT STATUS OFFENDERS

Organization _____

Your organization is working with other organizations in this community around the problems of status offenders. **STATUS OFFENDERS ARE** kids under 18 who do things which would not be considered unlawful if they were over 18. Some status offenses are truancy, running away from home, being uncontrollable by parents, possession of alcohol and having sexual intercourse. We need your opinions on this subject.

Please answer the following questions as honestly as possible. Your responses will go directly to Omaha where they will be coded and analyzed and the total responses of your group given back to your Executive Director without any individual responses. To answer the questions, circle the appropriate number from 1. strongly agree, 2. agree, 3. neutral, 4. disagree, 5. strongly disagree. Check the blank at the end for "don't know" or "not applicable."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. Most status offenses are just normal behavior for teenagers.	1	2	3	4	5	_____
2. The police should return runaways to their parents if the parents want them whether or not the children want to return.	1	2	3	4	5	_____
3. What this city needs is stronger laws against truancy.	1	2	3	4	5	_____
4. Children should not be detained while awaiting a hearing just to protect society.	1	2	3	4	5	_____
5. Children who are continually absent from school should be punished by the Juvenile Court.	1	2	3	4	5	_____
6. Curfews for teenagers unfairly deprive them of some of their civil rights.	1	2	3	4	5	_____
7. I would not hire a teenager I knew was unsupervisable by his/her parents.	1	2	3	4	5	_____
8. Status offenders should be allowed to <u>select</u> programs such as therapy or tutoring and not be forced to take part in them.	1	2	3	4	5	_____
9. Newspapers should be allowed, to print names of juveniles under 18 who get into minor trouble, as a lesson to other kids.	1	2	3	4	5	_____
10. The school shares much of the blame when a teenager is frequently truant.	1	2	3	4	5	_____
11. Organizations and agencies should not mix status offenders with other groups of children.	1	2	3	4	5	_____
12. Teenagers who are frequently truant are usually just lazy.	1	2	3	4	5	_____
13. Parents should be held responsible for the offenses of their teenage children.	1	2	3	4	5	_____
14. I would discourage my 15 year old daughter from inviting a girl I knew to be sexually "active" to sleep over at our house.	1	2	3	4	5	_____
15. Some punishment is necessary in dealing with children who runaway from home and are picked up by the police.	1	2	3	4	5	_____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
16. Kinder treatment should be provided for status offenders.	1	2	3	4	5	_____
17. Failure to punish teenage offenders encourages them to be bad.	1	2	3	4	5	_____
18. I would be willing to have a well-supervised half-way house for runaways (4-5 kids) next door to me.	1	2	3	4	5	_____
19. The Juvenile Court should be designed to help kids change their behavior.	1	2	3	4	5	_____
20. Status offenders who are beyond the control of their parents, should be put into detention centers to protect society.	1	2	3	4	5	_____
21. It is all right for school and probation professionals to punish teenagers physically so they will recognize their bad behavior.	1	2	3	4	5	_____
22. I would be willing to pay more taxes to provide special school programs for kids who are constantly truant.	1	2	3	4	5	_____
23. Most status offenders need help rather than punishment.	1	2	3	4	5	_____

PLEASE CIRCLE THE CORRECT NUMBER IN THE FOLLOWING QUESTIONS

1. Sex 1. Female
 2. Male
2. Age 1. 25 and under
 2. 26-30
 3. 31-40
 4. 41-50
 5. 51 and over
3. Position 1. Executive Director
 2. Other Staff
 3. Board
 4. Kid
 5. Other _____
5. Highest Education 1. Public School 4. Some Graduate Work
 2. Some College 5. Graduate Degree
 3. College Graduate 6. Other _____
6. Race/Ethnic Background _____
7. Occupation (please explain if necessary) _____
8. On how many Boards of other organizations (all other than business organizations) in this State do you serve? _____
How many of them are in this city? _____
9. Which of the following best describes you?
1. I belong to a group with other kids
2. I lead (volunteer work) a group with kids (this organization or others)
3. I supervise adult leaders of kids (this organization or others)
4. I work professionally with kids (this organization or others)
5. I am advisory — do not work with direct service to kids outside of my own family
6. I am an administrator of an organization which provides direct service to kids (this organization or others)
7. Other (please explain) _____

Please put the last three numbers of your social security number so that we can add additional data to your computer data set if necessary _____

CODE BOOK (ATTITUDE SCALE)

Col. 1

Site

- 1) Connecticut (State)
- 2) Oakland
- 3) Spartanburg
- 4) Spokane
- 5) Tucson
- 6)
- 7) Danbury, Conn.
- 8) Torrington, Conn.
- 9) Waterbury, Conn.

Col. 2-3

Organizational Identification

- 01) Boys' Clubs
- 02) Camp Fire Girls
- 03) Girl Scouts
- 04) Girls' Clubs
- 05) Red Cross
- 06) Salvation Army
- 07) Traveller's Aid Society
- 08) Y.M.C.A.
- 09) Y.W.C.A.
- 10) Homemaker-Home Health Aid
- 11) Junior League
- 12) N.C.C.D.
- 13) National Council of Jewish Women
- 14) Jewish Family Service
- 15) Boy Scouts
- 16)
- 17)
- 18) Child Welfare League
- 19) United Way
- 20) Other

Col. 5

Age of participant

- 1) 25 and under
- 2) 26-30
- 3) 31-40
- 4) 41-50
- 5) 51 and over

Col. 6

Position of Participant

- 1) Executive Director
- 2) Other staff
- 3) Board
- 4) Kid
- 5) Other _____

Col. 7

Education (Highest)

- 1) Public school
- 2) Some college
- 3) College graduate
- 4) Some graduate work
- 5) Graduate degree
- 6) Other _____

Col. 8

Ethnicity (Race)

- 1) Caucasian (White)
- 2) Mexican/Spanish American
- 3) Native American (Indian)
- 4) Negro (Black, Afro-American)
- 5) Oriental American
- 6) Other
- 7) Not applicable

Col. 9-10

Occupation (ISR Identification Number Used: See
Duncan Code Column 2)

00 Retired Only (no occupation given)

	% 1960 Population
Professional - Technical (Data Oriented) -- 5.4%	
01 Physicians, surgeons, dentists, osteopaths (014,040,044)	.50
02 Engineers, programmers (020-028)	1.35
03 Physical and social scientists (008,036,049)	.32
04 Accountants and auditors (001)	.74
05 Artistic (004,005,007,015,043)	.44
06 Other medical (009,016,032,039,042,053,056,057)	.58
07 Draftsmen, surveyors (017,051)	.41
08 Technicians, except medical (054,055)	.54
09 Other, not classified above (033,031,045)	.14
10 Professional - technical (n.e.c.) (058)	.49

Professional - Technical (People Oriented) -- 6.0%

11	Lawyers and judges (033)	.33
12	College teachers, librarians, principals (012,034)	.41
13	Public advisors (011,018,030,041,046,048)	.64
14	Teachers: secondary grades and n.e.c. (052)	1.04
15	Teachers: primary grades (052)	1.56
16	Clergymen and religious workers (010,047)	.40
17	Entertainers (002,006,013,029,035,050)	.60
18	Nurses, professional and student (037,038)	1.01
		<u>11.40</u>

Managers, Officials, Proprietors -- 8.5%

(Salaried)

21	Financial (095,096,097)	.64
22	Manufacturing (081)	1.01
23	Public administration and transportation (063,066 067,068,069,071,072,073,074,075,077)	.62
24	Retail trade, repair, housing and services (086) (except under 25) (070,078,086-094,098,099,100)	1.20
25	All other industries (080,082,083,084,101)	1.24

(NA Self-Employed or Salaried)

26	Buyers, etc. (061,062,064,065,076,078)	.70
----	--	-----

(Self-Employed)

27	Construction and manufacturing (103,104)	.63
28	Higher profit trade (107,111,112,113,116,118,119)	.74
29	Lower retail trade and other (105,106,109,110,114, 115,117,121-124)	1.72
		<u>8.50</u>

Sales Workers -- 7.5%

41	Insurance, real estate, etc. (145,149,151,152)	.96
42	Manufacturing, wholesale trade, etc. (154,155,157)	1.81
43	Retail trade (156)	4.22
44	Newsboys, demonstrators, etc. (146,147,148,150)	.46
		<u>7.45</u>

Clerical Workers -- 14.9%

31	Agents, etc. (125,132,133,134,173,141,143,501)	1.17
32	Postal clerks and mail carriers (108,135)	.65
33	Messengers, etc. (128,136,138,140)	.58
35	Secretaries (507)	2.31

36	Bookkeepers (130)	1.45
37	Cashiers, bank tellers and payroll (102,129,131)	1.13
38	Telephone and office machine operators (137,142)	1.07
39	Other office workers (126,127,085,153,139,506)	1.87
30	Clerical (n.e.c.)	4.68
		<u>14.91</u>

Craftsmen, Foremen (Skilled Workers) -- 14.3%

51	Foremen	1.86
52	Transportation, communication and utilities	1.37
53	Manufacturing (durable goods)	2.94
54	Manufacturing (non-durable goods)	1.35
55	Construction, mining, agriculture	3.30
56	Trade	.67
57	Repair services	1.37
58	All other	1.43
		<u>14.30</u>

Operatives (Semi-Skilled) -- 19.9%

61	Apprentices	.14
62	Transportation, communication and utilities	2.06
63	Manufacturing (durable goods)	6.27
64	Manufacturing (non-durable goods)	6.07
65	Construction, mining, agriculture	1.31
66	Trade	2.38
67	Personal services	.79
68	All other	.83
		<u>19.91</u>

Service Workers -- 11.8%

71	Protective and armed services (391,395,397,398,399,402)	.67
72	Personal care (288,383,384,385,396,401)	1.42
73	Restaurant workers (388,389,404)	2.58
74	Attendants (380-382,390,392,403,405)	1.43
75	Private household (175,372-379,505)	2.83
76	Other cleaning work, male (386,394,400,502)	1.74
77	Other cleaning work, female (287,387,393)	.82
78	Service workers (n.e.c.) (406)	.30
		<u>11.79</u>

Laborers (Except Farm) -- 5.4%

81	Construction (323,491)	1.22
82	Manufacturing, durable goods (419-450)	.96
83	Manufacturing, non-durable goods (452-489)	.53
84	Transportation, communication, utilities (493,494,495,414,416,417)	.71

85	Trade (503,495)	.77
86	Services and public administration (412,413,496,497,498)	.75
87	Laborers (n.e.c.) (411,415,499)	.44
		<u>5.44</u>

Farm Workers -- 6.3%

91	Owners, tenants and managers (019,059,060,191)	3.92
92	Unpaid family workers, foremen, self-employed (407,409,410)	.49
93	Laborers, wage workers	<u>1.93</u>
		<u>6.34</u>

Col. 11-12 Number of Boards in State

Col. 13-14 Number of Boards in City

Col. 15 Organizational Status of Participant

- 1) I belong to a group with other kids.
 - 2) I lead (volunteer work) a group with kids
(this organization or others).
 - 3) I supervise adult leaders of kids (this
organization or others).
 - *4) I work professionally with kids (this
organization or others).
 - *5) I am an administrator of an organization
which provides direct service to kids
(this organization or others).
 - 6) I am advisory -- do not work with direct
service to kids outside of my own family).
 - 7) Other
- * (if a person is an administrator and works directly
with kids, code as #4)

Col. 16-20 Blank

Col. 21-43 Attitude Scales

- 0) Don't know or blank
- 1) Strongly Agree
- 2) Agree
- 3) Neutral
- 4) Disagree
- 5) Strongly Disagree

Col. 78-80 Individual Identification Number

Instructions for Structured Observation*

1. Put the Co-ordinator's initials in the first column.
2. Begin with the Chairperson as #1, and number the persons present around the table from his/her left. Put the numbers in the columns with the organizational affiliation noted above them. Indicate Board Members, otherwise we will assume staff.

PREPARE SEVERAL SHEETS IN ADVANCE OF THE MEETING (a word to the wise!)

3. On the far left, as they come up, list each agenda item or other item of business.
4. Follow the discussion down the page using the following categories:

ch -items that deal with the role of the chairperson, such as thanks, moving, calling-to-order, asking for reports, etc.

int -introduce a new topic or issue

mo -motion or moving a question

2 -seconding a motion

? -asks a question

R -responds to a direct question or an issue, or brings clarification to an issue

H -adds humor to a response or question

Pr -brings up a problem issue (Note what it is in left margin)

Res -seeks resolution of a problem, or states a resolution of a problem, or makes a recommendation

GP -group process: speaks to what is going on in the meeting from the perspective of group process (e.g., comments which are facilitating of the process). May be either positive or negative, and may be coded with a subscript (+) or (-).

e.g.: GP+ "I'd like to get back to the point that was made earlier, before so-an-so's interruption, if we could."

GP- "The h--- with this crap. It's all the parents' fault anyway. We're just wasting time here talking about some punks that someone should take a switch to. We might as well quit right now and go get a beer."

or,

"This is a waste of time. You know how people are---they're not going to do anything."

INSTRUCTIONS for use of Field Evaluator report / 1st revision

I. Appointments and telephone calls

Column A: Numbers 1, 2, 5, and 7 are double-digit entries. Unless there is no need to bother with dashes, commas, etc. For example, 12 = 1-2 or 1.2 or 1/2 or 1,2.

Column B: Numbers 1, 2, 3, 4, and 5 are double-digit entries per above instructions for Column A.

(T) - time: Two problems popped up here. One having to do with the recording of the length of telephone calls, and the other having to do with multi-purpose appointments or telephone calls.

There is no need to record the time of a telephone call if it is five (5) minutes or less, for our Data Processor is counting all calls as 5 minutes unless otherwise noted. Therefore, for those calls you can either enter a 5 or leave a blank. For longer calls, enter the time to nearest 5 minutes, e.g., 7 minutes = 10.

The multi-purpose/time problem may be handled two ways. (a) Either break down the appointment or phone call into sections identified by a purpose coding and include the actual time for that section; (b) or, record the codes for the different purposes and a total amount of time so that the Data Processor may allocate the time proportionately.

e.g., a sixty (60) minute appointment with three (3) major purposes would be recorded, depending upon the Field Evaluator's decision regarding the actual process of the appointment, as, for example: 11 = 10 minutes, 16 = 45 minutes, and 42 = 5 minutes. Or, 11, 16, and 42 = a total of 60 minutes; and the Data Processor would assign 1/3 or the hour to each purpose.

In practice, an Evaluator might well make use of both methods of reporting, depending on the situation.

II. Meetings - With Whom?

Column C: No problems were noted but changes have been made in the categories to reflect the focus of this evaluation.

III. Type of Administrative Stuff/Paperwork/Study/Resources

Column D: On the revised reporting form Columns D and E have been combined, with three (3) blanks available for whatever comes up. "Clearing your desk," whatever that may mean to each of you, is recorded under No. 1 - office management.

IV. Type of Travel

Column E: Keep track of the number of local/regional trips and a total weekly mileage. That's #1. For national trips keep the time including flight time, etc. That's #2.

1. Time on phone calls - Record time only if it was more than 10 minutes. On all others we will assume an average of 5 minutes.
2. Outcomes - The space 0 should be used primarily for explanation and for outcomes only if there was a clear decision or outcome.
3. Explanations - Add in col. 0 explanations necessary to the sense of the log. For example, if you have an appointment with a 5 2, and it is the Juvenile Court Judge, write in Juvenile Court Judge; if it is a police sgt. write that in; if it is the police chief, write that in.
4. For local grantee, we mean the executive in charge of the grant program, not a program providing services for the grant program and not the titular head of the grant receiving agency. For instance, we mean Dave Parslow and people who work directly under him in administering his grant and not the Juvenile Court Director.
5. Under appointments/phone calls A 1, non-direct service agencies include the NCJW, the Junior League, the coalitions in Conn. and Tucson, The Urban League, etc.
6. Under subjects/programs of appointments and phone calls - Try to limit to two categories. If there is a special circumstance - write in what it is. Notice the new category of MANY - category 10. Other has been changed to category 11.
However - if you are discussing many aspects of the collaboration with a potential new member, put that discussion under category 7 - membership/recruiting.
7. Under Meetings, with whom? Since you are calling different groups different names (that group is a dirty @##@*) as long as you are consistent, we will be O.K. Generally this is the meaning
 total collab. - all members of the collaboration
 steering or executive committee - working or policy making board
 task force - may be a sub-committee of steering committee, total collaboration, or other - whatever you call your task force. Usually these are working committees around a goal or task of the collaboration.
 sub-committees - may be of the total collab., the exec. or steering comm. or the task force - just identify which.
 I'm not certain if there is consistency within each location.

IDENTIFY - identify the nature of task forces and sub-committees - abbreviate if you wish, i.e., T.F.M.S. personnel is the task force on management sub-committee on personnel. TFMS newsletter = membership task force sub-committee on newsletter.

8. Under meetings, 10 will now be liaison committees that you belong on for the purpose of liaison between the collaboration and other community activities; 11 will now be other.
9. Under col. D, we have added separate categories for letter writing and budget or fiscal management. Coordinators felt that these two areas were quite time consuming and wanted to know exactly how time consuming.
10. Travel time. - If you regularly keep mileage, send this for local travel and we will assume approximately 30 MPH locally. If there is some special circumstance, i.e., traffic jam, put the time for that trip.
11. Commuting time from home. - Don't include regular commuting between your home and office. However, if you return home during business hours for business - include that. If you must make an evening trip, if it was the second trip of the day, include that.

OVERALL

1. If you are not certain about a category, write it in the 0 section or put an asterisk and explain it below and WE will give it a category that relates to uniformity.
2. We ARE NOT expecting time to add up to 8 hours a day. There is no place that we are actually totaling up all of the time. Our records will total all telephone time and all travel time, etc. only. Don't worry if you can't account for all of the time - unless you are worried about lapse of memory.
3. We will keep these weekly through December and then see if it is possible to get along with every other week or a sample of some sort.

THANK YOU AND GOOD LUCK

Date	Appointments				Phone calls				Meetings				Administrative/ Paper work / Study				Travel			
	A	B	O	T	A	B	O	T	C	O	T	D	O	T	E	O	T			
Mon																				
Tue																				
Wed																				
Thur																				
Fri																				
Sat																				
Sun																				

A
Appointments & Phone Calls
With whom?

1. local voluntary agency--
Nat'l Assembly affiliate
2. other vol. org.
member of collab.
3. other voluntary org.
4. local grantee
5. other public agency
6. individual
7. private, profit-
making agency
8. national collaboration
9. evaluation person
10. other

1. staff - direct
service agency
2. board/other -
direct service agcy.
3. staff - nondirect
service agency
4. board/other - non-
direct service agcy.
1. member of collab.
2. not a member of
collab.
1. member
2. non-member

B
Major subject/purpose of appointments
& phone calls

1. program
 1. planning
 2. revision
 3. info. giving
 4. info. giving
 5. operating aspects
 6. complaints
 7. other
2. funding
 1. collaboration programs
 2. collaboration
 3. future collaborations
 4. other
3. program cooperation/planning
 1. with affiliates
 2. with other nonprofits
 3. with public agencies -
members
 4. with public agencies -
nonmembers
 5. with grantees
 6. with other community groups
4. personal relationships/assistance
 1. within collaboration
 2. with staff
 3. with board/staff of
affiliates of NA
 4. with board/staff of other
nonprofits
 5. local grantee

C
Meetings with whom?

1. total collaboration
2. steering committee of collaboration
3. task force
4. agency board, staff, or program
groups of agencies affiliated with
Nat'l Assembly
5. other member agency groups - public
or private
6. groups affiliated with public agencies -
nonmembers
7. other community groups
8. Nat'l Collaboration meetings
9. evaluation groups
10. liaison committee
11. other

B - Continued

6. with community
7. with citizens
1. individual
2. groups
6. administration/business/public relations
7. recruitment/membership
8. Nat'l Collab. concerns
9. evaluation concerns
10. many
11. other

D
Type of admin/paperwork/study

1. office management
2. planning
3. report-minute writing
4. reading resource material
5. letter writing
6. fiscal (budget)
8. reports to nat'l collab.
9. reports to evaluator - including
this form
10. other

E
Travel

1. in town/regional
weekly mileage
2. national/time

The purpose of detailing the budget in this way is to support the claim of the project proposal that the National Organizations have provided hard money in the form of staff time, travel, telephone, regional support and managerial support to support the collaboration. I am including forms for 1974 and 1976 fiscal years. We do not expect much collaboration for 1974 since it was prior to the major collaboration effort. We are expecting a difference between 1974 and 1976 which will be a major indicator of national organizational participation in the collaboration, and therefore agency service to status offenders/children at risk.

Before You Go to the Financial Officer

1. Determine the dates of your fiscal year and write them on the enclosed forms: The 1975 fiscal year is the one that ends between September 1975 and August 1976--for instance, if your year runs January to December, we want your December 1975 financial report. If your year runs July-June, we want your July 1974-June 1975. If your year runs from September one year to August the next year, we want your September 1975-August 1976 report.
2. Fill out Schedule A in the following way:
 - a. Have your executive director and/or your other supervisors recall with you (or go through his/her calendar) time spent in the collaboration during each of the fiscal years. List the number of days. List any travel costs or other supportive costs involved while working those days.
 - b. Recall any other staff who spent time in the collaboration during those two periods and record the number of days. List other costs/expenses involved.
 - c. Go through your calendar and list all time spent in collaboration matters except regular Task Force and sub-committee meetings. Include original site visits, visits to encourage your local affiliates, speeches to groups to publicize, etc. List time spent and expenses incurred.
 - d. Recall any mailings or telephone calls or secretarial time for letters/mailings to local affiliates or regional offices to support local collaborations. List these with an estimate of time spent and costs.
 - e. If your regional offices are included in the national budget, determine staff time and support costs given to the collaboration by the region.
 - f. Be sure to include time spent in Washington by your executive in advocacy around status offenders.
 - g. When all data is complete, fill in Schedule A with the total time for each staff person involved and the total other services. (You can estimate the travel and other costs unless your financial officer keeps this information and would have it available.)
3. Take the Financial Form and Schedule A to your financial Officer.

FINANCIAL FORM FOR NATIONAL AGENCIES

(agency name)

Fiscal year _____ to _____

Income

total unrestricted income	_____
restricted income	_____
Grants and contracts	_____
other restricted	_____
total restricted	_____
 TOTAL INCOME	 _____

Expenditures	Program Services		Support Services	
	Total	Collaboration Related	Total	Collaboration Related
From Restricted Grants and Contracts				
From all other Sources				
 TOTAL				
	Col. A	Col. B	Col. C.	Col. D

INSTRUCTION TO FINANCIAL OFFICER

1. Fill in the salary and fringe benefits for staff time used in the collaboration on Schedule A.
2. Transfer the total of the Program/services section of schedule A to Total I space in Col. B above. Determine, if possible what part of that was restricted money and fill in Col. B.
3. Transfer total II on Schedule A to the Total space of Col. D above. Determine if possible what part of that total was restricted money and fill in the rest of Col. D
4. Fill in Col.'s A and C from your annual budget report.
5. Fill in income section.
6. Return both to Dr. Genevieve Burch
Box 688
University of Nebraska at Omaha
Omaha, Nebraska 68101

Schedule A - to determine cost of participation of National Agencies in National Juvenile Justice Collaboration

I. PROGRAM/SERVICES

A. Staff Time		No. of days	Salary Costs	Fringe benefits	Total
Staff Name					
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
B. Expenses involved in the above			Total		
1.	travel funds	_____			
2.	telephone	_____			
3.	office supplies, postage	_____			
4.	other	_____			
C. Volunteer Time					
1.	Number of days of volunteer time, unpaid	_____			
2.	Reimbursed expenses	_____			
D. Regional Costs					
Region number or name		No. of days	Salary costs	Fringe benefits	Total
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
E. Expenses involved in the above			Total		
1.	travel funds	_____			
2.	telephone	_____			
3.	office supplies and postage	_____			
4.	other	_____			

transfer this number to the total in col. B on the financial form TOTAL I ()

II. SUPPORT SERVICES (management, fundraising, etc)

A. Staff Time (include the time it takes to fill out the forms)	
Staff Name	
1.	_____
2.	_____
3.	_____
B. Expenses involved in the above	
1.	travel funds
2.	telephone
3.	office supplies and postage
4.	computer costs etc.
5.	other

transfer this number to the total on Col. D of the financial form TOTAL II ()

INSTRUCTIONS TO LOCAL AGENCIES

The purpose of detailing the budget in this way is to support the claim of the project proposal that the local agencies have provided hard money in the form of staff time, travel, telephone, and managerial support to the collaboration. I am including a form for the 1975 fiscal year. We do not expect much collaboration support for 1975 since it was prior to the major collaboration effort. We are expecting a difference between 1975 and 1977 which will be a major indicator of local agency participation in the collaboration, and therefore agency service to status offenders/children at risk in your town.

Before You Go To The Financial Officer

1. Determine the dates of your fiscal year and write them on the enclosed forms: The 1975 fiscal year is the one that ends between September 1975 and August 1976--for instance, if your year runs January to December, we want your December 1975 financial report. If your year runs July-June, we want your July 1974-June 1975. If your year runs from September one year to August the next year, we want your September 1975-August 1976 report.
2. Fill out Schedule A in the following way:
 - a. Have your executive director and/or your other supervisors recall with you (or go through his/her calendar) time spent in the collaboration during each of the fiscal years. List the number of days. List any travel costs or other supportive costs involved while working those days.
 - b. Recall any other staff who spent time in the collaboration during those two periods and record the number of days. List other costs/expenses involved.
 - c. Go through your calendar and list all time spent in collaboration matters except regular Task Force and sub-committee meetings, for example speeches to groups to publicize, etc. List time spent and expenses incurred.
 - d. Recall any mailings or telephone calls or secretarial time for letters/mailings to local affiliates or regional offices to support local collaborations. List these with an estimate of time spent and costs.
 - e. Be sure to include time spent by your executive in advocacy around status offenders.
 - f. When all data is complete, fill in Schedule A with the total time for each staff person involved and the total other services. (You can estimate the travel and other costs unless your financial officer keeps this information and would have it available.

INSTRUCTIONS TO LOCAL AGENCIES (continued)

Before You Go to the Financial Officer

3. Take the Financial Form and Schedule A to your financial Officer or Executive Director.

Instructions to Financial Officer or Executive Director

1. Fill in the salary and fringe benefits for staff time used in the collaboration on Schedule A.
2. Transfer the Total I of the Program/Services section of Schedule A to Total space in Col. B above. Determine if possible what part of that total was restricted money and complete the remainder of Col. B.
3. Transfer the Total II on Schedule A to the Total space in Col. D above. Determine if possible what part of that total was restricted money and complete the remainder of Col. D.
4. Fill in Col's. A and C from the annual budget report.
5. Fill in the Income Section.
6. Please return both forms to:

Dr. Genevieve Burch
P.O. Box 688
University of Nebraska at Omaha
Omaha, Nebraska 68101

FINANCIAL FORM FOR LOCAL AGENCIES

Agency Name _____

City _____

Fiscal Year _____ to _____

Income

total unrestricted income _____

restricted income _____

Grants and contracts _____

other restricted _____

total restricted _____

TOTAL INCOME _____

Expenditures	Program Services		Support Services	
	Total	Collaboration Related	Total	Collaboration Related
From Restricted Grants and Contracts				
From all other Sources				
TOTAL				
	Col. A	Col. B	Col. C.	Col. D

Schedule B - to determine cost of participation of local agencies in the _____
 Juvenile Justice Collaboration

I. PROGRAM/SERVICES

A. Staff Time	No. of days	Salary Costs	Fringe benefits	Total
Staff Name				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
B. <u>Expenses involved in the above</u>		Total		
1. travel funds	_____			
2. telephone	_____			
3. office supplies, postage	_____			
4. other	_____			
C. <u>Volunteer Time</u>				
1. Number of days of volunteer time, unpaid	_____			
2. Reimbursed expenses				_____

transfer this number to the total in col. B on the financial form TOTAL I ()

II. SUPPORT SERVICES (management, fundraising, etc)

A. Staff Time (include the time it takes to fill out the forms)	
Staff Name	
1. _____	
2. _____	
3. _____	
B. Expenses involved in the above	
1. travel funds	_____
2. telephone	_____
3. office supplies and postage	_____
4. computer costs etc.	_____
5. other	_____

transfer this number to the total on Col. D of the financial form TOTAL II ()

INSTRUCTIONS FOR PROCESS ANALYSIS
(Minutes and Observations)

1. Enter committee name (Steering, Executive, Personnel, etc.).
2. Enter site (Tucson, Oakland, etc.).
3. Enter name of organization and organization code number (see attached list) for example.
4. Enter next sequential number. (Note: be sure it is also entered on all documents being utilized as data sources for this entry.)
5. Enter date of meeting/observation.
6. Enter code number of person(s) attending directly across from their organization of affiliation.

(Entry 7-9 are to be used only if an observation of the meeting occurred)

7. Enter the total number of times the person talked. This includes ALL entries in that persons column. Count the number of times the person was observed in formal process. The entry should look like this:

7
36-8

8. Enter the number of negative processes observed. Assess "1" (one) for coming late and, if applicable, another for leaving early.
9. Enter the number of positive groups processes observed.
10. Enter the number of agenda items or if agenda is not available, enter the number of items separately discussed in the minutes.
11. Enter the number of action(s) taken during the course of the meeting. The following terms constitute action:
 1. Motions/moved
 2. Consensus
 3. It was agreed
 4. It was decided
 5. Any other statement that shows the entire group made the decision.

Analysis of Organizational Data

Some form of content analysis was used to analyze data from material from each National Assembly Affiliate organization participating in the respective Collaborations. The rationale is that messages and communication indicate important areas of concern in formal organizations. Board minutes were analyzed by counting the number of agenda items contained in each set and then counting the number of times Status Offenders or other Children were mentioned. Publications were analyzed in much the same manner except that each news item was counted and then the number of mentions in reference to Status offenders of other Children at Risk were counted. In addition, publications were measured to show the number of column inches that were utilized for news stories/articles and then the number directed towards Status Offenders and other Children at Risk.

Budget analysis was used to indicate allocation of resource. It proved to be the most difficult to do. Each organization has it's own unique accounting procedures. Some also had program years that differed from budget years. In order to facilitate and assessable budget figure for Phase I that could be applied to Phase II, decisions were made, upon consultation were appropriate, to utilize the figure that most accurately showed the Program Budget, even when it was not extractable from the Operating Budget. In these cases, the Phase II budget figure includes the same items as the Phase I budget figure. A further confounding factor is that some of the organizations had changed their accounting procedures to come into line with United Way requirements. The new requirements combined some major areas and precluded a comprehensive budget figure for some of the agencies. Professional staff salaries were also not available for some of the agencies. Salaries, in the United Way accounting requirements, were reported as a lump sum. In order to accurately show salaries for both periods, the total salary figures were reported when appropriate.

Gathering Organizational Data

We were originally assured that both National and local National Assembly Affiliates would cooperate with the evaluation and provide the necessary organizational data. On _____ we wrote a letter to the local organization asking for their base total (see page ____ following) and

Most organizations initial response was resistance. During the spring of 1977 the P.I. went to three of the four sites to talk with the local collaboration and assuage their fears about evaluation. I also developed a rationale for the evaluation of their organization. (see Appendix A)

The National organizations were also resistive to providing organizational running records. During the interviews with the National Task Force Members in late 1976, we worked a specific list of items we needed from each organization. Only eight of the organizations sent the material. Several made a great effort to put the data in form that we needed.

In August, 1977 we determined that the initial plan for gathering data did not meet with a high degree of success. An alternative plan was devised. It consisted of sending letters to each of the participating affiliates in each of the Collaboration sites. Three different letters were sent.

1) to organizations who had sent all information from Phase I with a request (list) for Phase II information; 2) to organizations who had sent some information received from Phase I with a list of information still needed and a list of information needed for Phase II, and; 3) to organizations who had sent no information with a list of both Phase I and Phase II material required. Then letters were sent with several addressed return envelopes. A sample of letters and envelopes follow.

A log was initiated for each Collaboration site for each National Assembly affiliate and pertinent data entered as it was received. Twice a month a reminder post card was sent to each organization stating what

material was still required. Responses varied with each site.

In February, research assistants were dispatched to Oakland, Spokane, Tucson, and Spartanburg to conclude the data gathering effort. This trip was preceded by a letter to each of the participating affiliates requesting that they call a designated field research or collaboration secretary and set up an appointment time. In the two sites where this procedure was adhered to, Oakland and Tucson, success was less than 100 percent. In Oakland, the research assistant, upon arrival, was notified that 7 out of 12 appointment periods were filled. Due to a scheduling error, the Wednesday 3:30 appointment was rescheduled to 12:00 which proved unsatisfactory to the appointee and hence little data was available due to that person being in a meeting during the time the research assistant was present. The research assistant attempted three "drop-in" appointments ^{with} ~~for~~ unscheduled affiliates. Only one of these was successful. For the other two, one appointment was broken and the contact person at the second was not available. Due to the distance between agencies, no further "drop-ins" were practical. As a result, 9 out of 11 appointment periods were filled. In Tucson, 6 of 10 appointment periods were scheduled upon arrival of the research assistant. "Drop-ins" were attempted at 3 organizations. Total responsiveness was encountered at one location. Two organizations responded to the questions but stated there were no references to SO/CAR in their minutes and publications and one of them stated that they would forward material if permission was granted by the executive director. Upon departure, 9 of the 10 appointment periods had been utilized and data gathered. One organization was interested in furnishing the data but was unavailable for personal contact. An arrangement was made with the coordinator to contact this organization and then forward the data. The data was received approximately two weeks later. Both Spokane and Spartanburg

had 100 percent contact rates. The field researchers had called the affiliates and had set up all appointments. This proved to be the most convenient for the research assistants.

The research assistants were well received by all of the affiliates and collaboration staff members. Some resistance was apparent from a few of the affiliates, but there was no open hostility. On a whole the trips were enjoyable and allowed the members of the research team to become better acquainted with each of the local staff members and affiliate representatives. Should this project be continued, we recommend that research assistants be dispatched on a one time basis to each Collaboration site. This visit should be preceded by a letter describing the type of data necessary and how it will be used by the research team. This will allow each affiliate time to determine how best to furnish the material to the research assistant and at the same time answer questions on usage. This type of contact for material would keep the amount of time required by each affiliate to a minimum and would require only a one-time data extraction effort on the part of the research team. The amount of time for such an effort would be not more than four hours at each affiliate office. The rationale for such an effort is that personal contact seems to bear more results than requests by correspondence or through third parties (coordinators or National Offices).

DEMOGRAPHIC ANALYSIS

A demographic analysis was accomplished by extracting the following data on census tracts within the originally specified impact areas of each collaboration site from the 1970 Census. The variables extracted were race, type of family and number of children, percent of families below poverty level, education, males 16 to 21 unemployed, medium income, age, and sex. Age and sex were placed on graph paper forming "Age/Sex Triangles." All of the variables were combined and descriptive statements were made about each census tract.

Census tracts from the originally specified impact areas were transferred to city street maps for Tucson, Oakland, and Spokane. These maps were then forwarded to the site coordinator/case manager for use in reporting domicile of status offenders referred to collaboration programs. Notification was received from each of the sites that the impact area census tracts were inaccurate and that services were not restricted to only those areas. In these three sites, the impact area had been expanded to include the entire county. It is unclear why the original impact area had been identified and then expanded, unless "impact area" had been understood to mean high density need area rather than anticipated service area.

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APPENDIX D

BIBLIOGRAPHY

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 - 1. Leadership
 - 2. Interorganizational Process and Theory
 - 3. Small Group Process and Theory
- II. Juvenile Justice
- III. Voluntary Organizations and Programs

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AUXILIARY APPENDIX E

INTERNAL ORGANIZATION OF JUVENILE JUSTICE COLLABORATIONS

Field Research Staff.....	
Center for Applied Urban Research Staff.....	
Models for Collaboration Organization.....	
Job Description - Juvenile Justice Collaboration Project Manager.....	
Job Descriptions - Juvenile Justice Program Local Collaboration Coordinator.....	
National Collaboration Model.....	
Connecticut Collaboration Model.....	
Oakland Collaboration Model.....	
Spartanburg Collaboration Structure.....	
Oakland Collaboration Structure.....	
Working Agreement With DSO Grantee.....	

FIELD RESEARCH STAFF

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Dr. Graeven was the Field Researcher for the Oakland, California collaboration site. He earned a B. A. in Sociology and Economics from Luther College, Decorah, Iowa in 1965. He continued his studies at the University of Iowa earning an M. A. in 1967 and a Ph.D. in 1970 in the Department of Sociology and Anthropology. His special skills areas are in Survey and Experimental Research Design; Data Analysis; Drug Abuse and Environmental Sociology. He has had numerous articles published in such literary works as the Journal of Social Psychology and Sociology and Social Research. Currently, he is an Associate Professor, Department of Sociology, California State University, Hayward, California.

Allan G. Johnson

Dr. Allan G. Johnson is Field Researcher for the Connecticut Collaboration sites. He received his B. A. degree in 1968 from Dartmouth College, Hanover, New Hampshire. In 1972, he earned a Ph.D. from the University of Michigan. Dr. Johnson has experience in research, teaching and lecturing at several major universities. He has been a member of the American Sociological Association since 1968 and has several published manuscripts to his credit. Areas of special interest include Sex Roles; Population Studies (especially mortality); Statistics and Survey; Research Methods and Sociology of Education. Currently, he is an Assistant Professor of Sociology, at Wesleyan University, Middletown, Connecticut.

Donald L. McManis

Dr. Donald L. McManis was the Field Researcher for the Spokane, Washington Collaboration site. He earned a B. S. in psychology from Washington State University in 1959. He continued his studies at the University of Oregon, receiving an M. S. in School Psychology in 1961 and a Ph.D. in Human Development and Learning in 1964. Major fields of interest deal with mental retardation, and more recently with assessment procedures in juvenile delinquency. Dr. McManis has written numerous articles which have been published in such literary works as the American Journal of Psychology and the Journal of Verbal Learning and Verbal Behavior. Currently, he is an Associate Professor of Psychology at Eastern Washington State College.

June Morrison

Dr. June Morrison is the Field Researcher for the Tucson, Arizona Collaboration site. She attended the University of Arizona, earning a B. S. in Public Administration in 1962 and a M. P. S. in 1963. She went on to Florida State University, earning a Ph.D. in Criminology and Correction in 1966. Dr. Morrison has worked and taught extensively in the area of criminal justice and corrections and has written and published an impressive number of monographs and articles on the topic. In addition to writing and teaching, she has acted as a consultant to the Department of Education HEW, the National Council on Crime and Delinquency, and the Advisory Grant Review Panel, Office of Education HEW. She has received many academic honors and awards, receiving international recognition for her accomplishments. Currently, she is a Full Professor at the University of Arizona.

Robert E. Muzzy

Dr. Robert E. Muzzy is the Field Researcher for the Spartanburg, South Carolina Collaboration site. He earned his B. A. in sociology in 1958 from the University of Washington. He continued his studies in sociology at Stanford University, earning an M. A. in 1962 and a Ph.D. in 1972. His areas of special interest are Research Methods and Design, Formal and Complex Organizations, Social Stratification, Social Statistics, Social Psychology and Small Groups Research. He has a solid background in social statistics and research methods and has done quite a lot of laboratory research at Stanford University. Also to his credit are numerous publications, honors and awards. Dr. Muzzy's teaching experience extends over a thirteen year period. Currently, he is an Associate Professor of Sociology at Converse College in Spartanburg.

James Marley

CENTER FOR APPLIED URBAN RESEARCH STAFF

The Center for Applied Urban Research (CAUR) is an interdisciplinary research component of the College of Public Affairs and Community Service of the University of Nebraska at Omaha. The primary goal of the Center is to contribute to the solution of problems plaguing urban society. To achieve this, the following objectives have been established:

- to conduct research
- to provide technical assistance and consultation to governmental and other agencies
- to collect and disseminate data on urban conditions
- to contribute to the educational experience of students

The Center's research staff of ten full-time professionals includes four Ph.D.'s (in economics, geography, political science, and sociology). Graduate and under-graduate students with training in urban planning, social work, real estate, political science and other urban-related skills, as well as faculty members from other departments of the University of Nebraska, are available to the Center as needed for various research projects.

The Center has a full-time urban information and statistical data coordinator and its own library containing over 5,000 documents concerned with urban Nebraska, the Mid-Continent and the United States.

The Division of Housing Research and Services fosters cooperation among University colleges and departments in a long-term, comprehensive program of education, research and services on the full spectrum of housing concerns and problems in the Omaha metropolitan region, the State of Nebraska and the nation with special attention to housing for low and middle-income families.

The research staff serves on City, State, regional and national advisory committees and boards to make available the Center's research findings and conclusions to decisions on urban problems.

Research findings are published monthly by the Center as a public service and distributed free in Nebraska. Annual subscription rate outside Nebraska is \$3.60.

Murray Frost, Acting Director
Jack Ruff, Coordinator, Housing Division
Genevieve Burch, Senior Researcher
Paul S.T. Lee, Senior Researcher
Armin K. Ludwig, Senior Researcher
Linda Ferring, Editor
Gene M. Hanlon, Research Assistant

Garneth Peterson, Research Assistant
Scott A. Samson, Research Assistant
Margaret A. Hein, Data Coordinator
Joyce Carson, Clerical
Betty Mayhew, Clerical
Beverly Walker, Clerical

JOB DESCRIPTION
JUVENILE JUSTICE COLLABORATION PROJECT DIRECTOR

The project Director under the general direction of the Executive Director of the National Assembly will be responsible for:

1. Directing, in concert with the National Assembly Task Force on Juvenile Justice Program Collaboration, all aspects of the project as proposed, including grant management, sub-contract management, supervision of project staff, technical assistance, field operations, inter-site coordination, and planning of future project activities.
2. Administer within the project all applicable personnel policies. Employ as authorized, supervise, and improve the performance of project staff in accordance with approved evaluation procedures, and taking corrective action or conducting training where necessary.
3. Assisting in the recruitment, selection and training of local staff in each target community.
4. Develop a system of communication for the project staff and Task Force members at both the local and national levels and publication of a newsletter or similar vehicle, as a means of linking project activities together through communication.
5. Promote improved communication throughout the project by providing periodic summary reports to national and local Task Force members and project staff describing the major accomplishments, progress of significant project activities and proposed approaches to solve major problems.
6. Establish qualitative working relationship with representatives of agencies participating in the collaborative effort at both the national and local levels, in an effort to assist in the development and testing of programs to provide alternative services for juvenile status offenders.
7. Within resources available, and funds from other sources, convene representatives of agencies in the collaboration, at both the national and local levels, to discuss issues, problems, and possible solutions, and the new opportunities and more effective methods for carrying out the goals of the project.
8. Aid local target communities in establishing the collaborative process, planning for, and providing the technical assistance necessary for the collaborative efforts at both the national and local levels to solve problems and achieve the goals of the project.

9. Collaborate, as required, with each local community participating in the project and with the national agencies participating in the national level Task Force.
10. Providing staff assistance to the Task Force on Juvenile Justice Program Collaboration.
11. Control expenditures within the limits of the approved project budget and accepted accounting expenditures.
12. Assist in responding to inquiries for information about the project.
13. Speaking at professional and public meetings.
14. Writing interpretive articles and reports on project activities.
15. Prepare and submit to the National Task Force, the National Assembly, and to LEAA all reports required in compliance with the terms of the grant.
16. Assist in the preparation and editing of all material dissemination from the project.
17. Analysis and evaluation of results and writing of final report.

The qualifications for this position call for a good management ability and effective performance with substantial writing skills. The director of the project must be able to communicate effectively and constructively both verbally and in writing, be able to relate well with diverse individuals in several agencies and at the national and local levels; be knowledgeable in the general area of human services with experience and/or ability in the youth areas. The person should be a good organizer, administrator, should have an understanding of the community development process, should be able to apply a management by objective process for conducting project activities, will need to be diplomatic, tactful, and a good problem solver.

Under the general direction of the Project Director, the Associate Project Director will assist in the overall leadership, planning, and administration of the project and will take primary responsibility for those functions and tasks which are delegated to him or her by the Project Director.

JOB DESCRIPTION
JUVENILE JUSTICE PROGRAM LOCAL COLLABORATION COORDINATOR

1. SERVES as the on-site staff representative of the National Juvenile Justice Program Collaboration:
 - i) - FUNCTIONS as a member of the Project Staff, under the line supervision of the Project Director and in keeping with the Personnel procedures of the Project and of the National Assembly;
 - ii) - PROVIDES interpretation and advice on the thrust of the Grant; its Goals and Objectives, and its place in the larger scheme of things (i.e.: j.j. strategy, public/private inter-face, etc.);
 - iii) - FACILITATES communication between the local site and national project operations, especially in terms of preparations for site visits and the regular sharing of information;
 - iv) - SHARES responsibility with local Collaboration leadership in the identification of problem areas and technical assistance needs to which national leadership is asked to respond;
 - v) - PROVIDES direction and support to the development of the local Collaborative effort in terms of National Project Goals, Objectives and Milestones;
 - vi) - CARRIES prime responsibility for supportive staff service necessary to the development, formal submission, implementation and monitoring of a local site "Phased Action Plan";
 - vii) - SUPPORTS the national Project Evaluation effort by providing requisite reports and documentation and through cooperation with Evaluation staff.
2. FACILITATES and SUPPORTS the local Collaborative effort:
 - i) - SERVES as the Professional Staff Executive for the local Collaboration, as per accepted voluntary agency practice and Board/Staff role definitions;
 - ii) - WORKS with the Chairperson (and other key leadership) in the preparation for and follow-up on all meetings of the Collaboration and/or its key Committees/task forces:
 - SHARES in the development of an action agenda;
 - PROVIDES assistance to and ASSURES supportive office services for the preparation of necessary reports or other back-up documents;

- As locally determined, ASSISTS in the finalization and distribution of minutes and other reports;
 - MONITORS all decision/implementation plans arrived at and ASSISTS the Chairperson in reminding designated leadership of their assignments and deadlines;
 - iii) - DEVELOPS and MAINTAINS personal communication and working relationships with all key personnel in the member agencies;
 - iv) - In and around official meetings, in close cooperation with the Chairperson (and other key leadership), ENCOURAGES and ASSISTS a Collaborative work style and process which assures the widest possible participation of individual members and the broadest possible "ownership" of decisions arrived at and plans developed;
 - v) - SHARES with the Chairperson (and other key leadership) responsibility for the identification of priorities, appropriate milestones, time-lines and plans of action in addressing the issues before the Collaboration (administrative, programmatic, inter-agency relations, funding, longer-range planning, etc.) (See also #1, vi supra);
 - vi) - ACTS as a Professional resource to the Collaboration and may from time-to-time PROVIDE "think pieces," strategy proposals, alternate plans of action to assist the Collaboration in arriving at common decision on goals and directions;
 - vii) - ASSISTS in gathering data and other resource and background materials as may be useful to the Collaboration's interests, agenda or program;
 - viii) - INTERPRETS the Collaborative effort through a range of contacts and liaison with local community agencies and leaders.
3. MAINTAINS close working relationships with the (public) "local action grantee" and with other key (public) agencies involved in juvenile justice activities/services:
- i) - SECURES the development of a formal, written Working Agreement between the Collaboration and the local action grantee and MONITORS the provisions of that Agreement to assure close working liaison, performance of its specified elements, and necessary review and/or revision as experience may dictate;
 - ii) - HELPS to Plan, Implement and Monitor an Intake and Referral Mechanism through which, in cooperation with the action grantee youth may be referred to Collaboration agencies and services;
 - iii) - INFORMS the local action grantee, at regular intervals and as major events/developments may suggest, about the progress and development of the Collaboration;
 - iv) - INVOLVES the local action grantee in the ongoing needs assessment, data review and program development-evaluation-revision processes necessary to the Collaboration Phased Action Plan;

- v) - ESTABLISHES personal liaison with key personnel in the local/state/regional "LEAA" structures (SPAs, ROs) for purposes of facilitated communication and information-sharing;
- vi) - MAINTAINS personal liaison -- and ASSISTS the Collaboration to develop appropriate relationships with a range of "public" agencies impacting on the juvenile justice fields and/or the concerns of the Collaboration.

4. ASSURES accountability and sound management for the local Collaboration:

- i) - Working with a local Personnel Committee, ASSURES that any/all additional staff employed by the Collaboration be selected in accord with the established Project Personnel Procedures and requirements (i.e.: Affirmative Action, job description, letter of employment, etc.);
- ii) - SUPERVISES such staff in the performance of their designated duties and EXERCISES final authority for evaluation of that performance;
- iii) - ASSURES the proper functioning of the local fiscal accountability system in keeping with the established Project Internal Fiscal Control Procedures:
- iv) - In consultation with the National Office and in reflection of an approved Phased Action Plan, ESTABLISHES and MONITORS local budget for "Programs and Services" and MONITORS local budget for "administration";
- v) - PROCESSES all requests (to National Office) for Technical Assistance, Consultant and Contract Services, etc. in keeping with the established Project Procurement Procedures and, subsequently, MONITORS performance against such approved purchased services;
- vi) - PROVIDES regular reports as required:
 - a. Monthly Financial Summary
 - b. Monthly Program Report
 - c. Bi-weekly Staff Attendance Reports
 - d. Coordinators Log and other Evaluation-related documentation;
- vii) - MAINTAINS and/or ASSURES the maintenance of all essential documentation (minutes, files, contracts, financial records, etc.) accruing during the life of the Collaboration.

JOB DESCRIPTION

JUVENILE JUSTICE PROGRAM COORDINATOR

Connecticut Deinstitutionalization of Status Offender Collaboration Project.
Juvenile Justice Collaboration - National Assembly of National Voluntary
Health and Welfare Organizations.

Kind of Work

This is a professional staff position responsible for the coordination and development of the Connecticut Deinstitutionalization of Status Offender Collaboration Project involving direct service projects in the Waterbury/Danbury area and statewide technical assistance and advocacy responsibilities.

Responsibilities and Duties

1. Provides staff support to steering committee, project and program committees of the Collaboration Project.
2. Builds relationships and maintains liaison with youth-serving, family and educational agencies in participating urban, suburban and rural communities.
3. Recruits, trains, supervises staff and volunteers as needed to implement program.
4. Responsible for direction and maintenance of Project Office, including project and fiscal records, budget compliance, minutes and office services.
5. Responsible for statistical, fiscal and program, progress reports to the Steering Committee of the Project, to the National Assembly staff, State LEAA project and others as required.
6. Plans and works cooperatively with State D.S.O. Project Staff, National Assembly staff, staff of local National affiliates and other collaborating agencies.
7. Assists in providing or arranging for technical assistance to agencies involved in the Collaboration Project as needed.
8. Assists in development of resources for fiscal and program support during the project and for continuing activities when project monies terminate.
9. Assists in mobilization of advocacy efforts to promote necessary public policy-legislation regarding services to children and youth.
10. Develops community understanding and support of collaboration programs by means of announcements, brochures, releases and other uses of interpretive media.

Minimum Qualifications

1. A Bachelor's degree in behavioral sciences or related field with four years of increasing responsible employed experience in the field. Equivalent volunteer experience may substitute two years for one year of paid employment.
2. Two years experience in community organization including knowledge of how to do outreach and community development.
3. Knowledge of Connecticut communities, the Juvenile Justice System and Social Agencies.
4. Communication skills including the ability to write clearly and concisely, speak to groups and deal with media when appropriate.
5. A driver's license for the State of Connecticut and the use of a car.

Desirable Qualifications

1. A Master's degree in the field of public or social administration or related fields with at least two years of increasing responsible work experience involving some supervisory responsibilities.
2. Experience in working on an inter-agency level including flexibility in working with diverse ethnic, cultural and economic groups and local affiliates of the National Assembly.
3. Demonstrated ability to work with volunteers and staff including recruitment, training and supervision as well as ability to establish a consultative role when indicated.
4. Demonstrated ability in program conceptualization, planning and implementation.
5. Experience in working with committees and other problem-solving groups including conciliative skills in consensus finding and conflict resolution through a collaborative process.
6. Demonstrated ability to compile statistical data and narrative reports.

Responsible to:

Steering Committee of Collaboration Project for policy and program development.

Accountable to:

National Project Director, Juvenile Justice Collaboration, National Assembly of National Voluntary Health and Social Welfare organizations, Inc. for Administration/Management and financial compliance with LEAA.

SALARY: \$14,500 - \$16,500, liberal fringe benefits
Project duration approximately 16-24 months
Applicant must be available by mid-September, 1976

IF INTERESTED, SUBMIT RESUME TO:

Personnel Committee, Collaboration Project
c/o Conn. Association for Human Services
410 Asylum Avenue
Hartford, Connecticut 06103

DEADLINE FOR APPLICATIONS: August 15, 1976

AN AFFIRMATIVE ACTION EMPLOYER

JOB DESCRIPTION

JUVENILE JUSTICE PROGRAM COORDINATOR

ICE (Inter-Agency Collaboration Effort) A local affiliate of The National Assembly of National Voluntary Health and Social Welfare Organizations, Inc.

Executive Director of ICE

Salary range - \$16,000 - \$18,500 Annual, 40 hour week

The Position

This is a top level administrative position with Inter-Agency Collaboration Effort. Under the direction and supervision of the Director, National Juvenile Justice Program Collaboration, National Assembly and the Inter-Agency Collaboration Board of Directors, the Director of ICE plans, organizes, develops and administers a comprehensive youth service and needs program for status offenders in Alameda County. These programs must take into consideration the real needs of youth in Alameda County and should include, but not be limited to programs in the areas of basic education, behavioral counseling, recreation and shelter care, etc. The position requires the exercise of considerable judgement. In addition the incumbent in this position must have a thorough knowledge of Federal, State and local funding sources for youth programs. Must have the ability to write proposals and seek financial assistance for the various programs to be developed.

Requirements for Application

Education and Experience - Graduation from an accredited college with a BA degree in the social sciences, business, public administration or education field, plus five (5) years of progressive experience in youth programs or youth related work. Extensive knowledge of Federal youth programs, community based youth organizations and current youth needs and problems.

License - You must possess a valid California driver's license.

The Examination

Parts and Weights: The examination will consist of an education and experience evaluation weighted 50% and an oral examination weighted 50%. The oral examination will be an appraisal of your background and personal qualifications. Candidates must attain a score of 70 in both phases of the examination in order to be considered for the position.

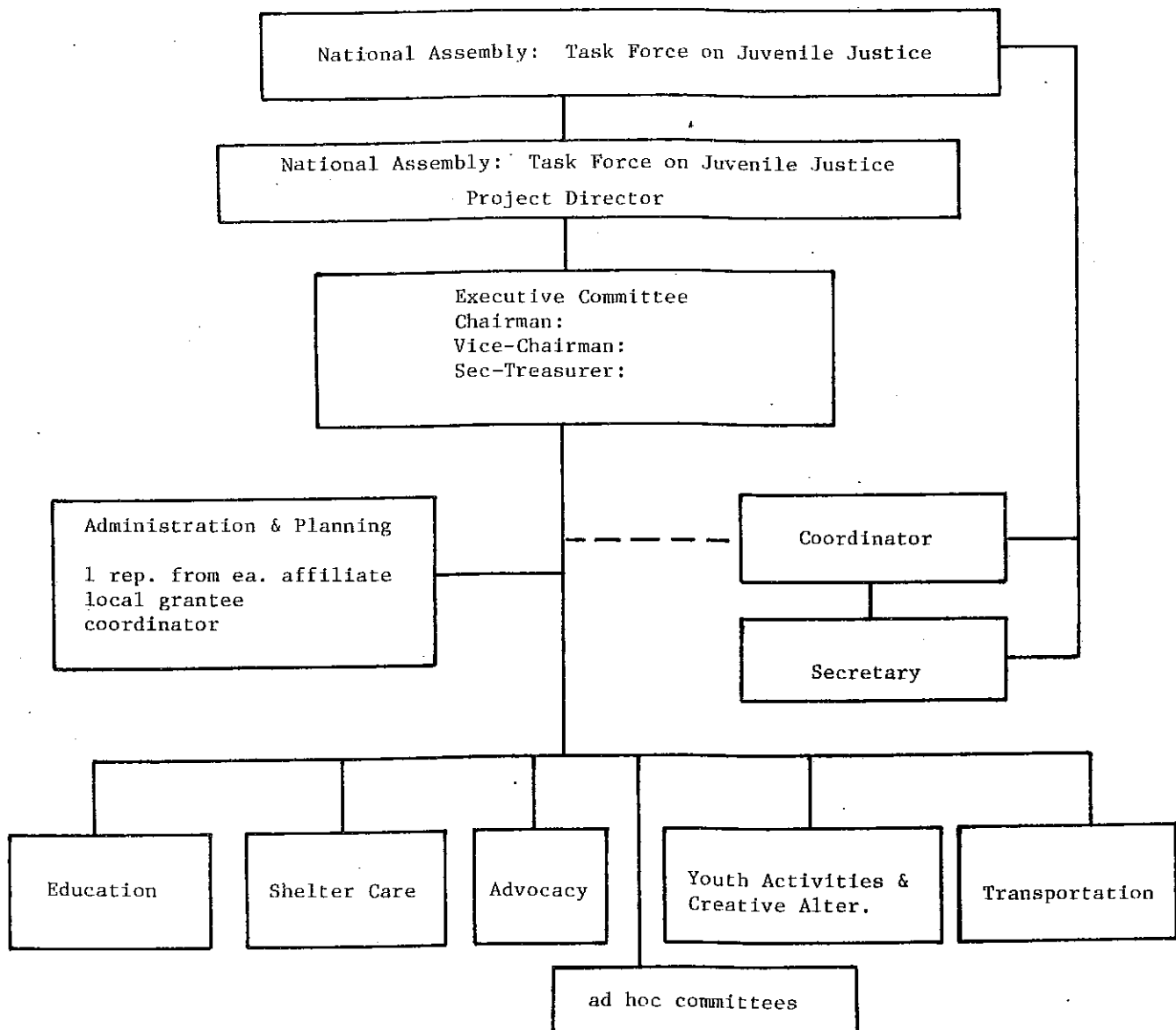
Closing date for filing applications - August 16, 1976

Only the first 50 resumes will be accepted.

Send Resumes to: President of ICE
8480 Enterprise Way
Oakland, CA 94621

An Affirmative Action Employer

SPARTANBURG COLLABORATION STRUCTURE



OAKLAND COLLABORATION STRUCTURE
PERCEPTION OF FIRST OAKLAND COLLABORATION COORDINATOR

Agencies of Local Affiliates

COORDINATOR

Community Based Programs
Social Service Agencies

Youths, Parents, Merchants,
Senior Citizens, Schools,
EDD, HEW

WORKING AGREEMENT WITH SPOKANE DSO GRANTEE

WORKING AGREEMENT

National Assembly
Spokane Area Youth Committee
Youth Alternatives

I. THE INTERLOCK

The major interlock involving the three entities should be established through a formalized three-way coordinating council. The Coordinating Council would be composed of one staff member and either one or two representative volunteer members from each of the respective groups involved (Spokane Area Youth Committee, Spokane Youth Alternatives, and the local collaboration).

This Council would probably need to meet on a fairly frequent and regular basis (perhaps twice monthly). This group of either six or nine members would have major responsibility for the coordination of planning and program development for status offenders as well as other youth.

Each group would bring their problems, concerns, ideas, and reports on their activities to the Council meetings. Through a consensus decision making process plans could be laid out for division of labor, sharing of resources and other matters which would avoid duplication of effort.

The three entities involved would need to be committed to the validity of such a small group and would need to utilize it fully in order to make it work. It should assure participative planning and avoid planning and programming in isolation.

Around certain problem areas joint task force committees might be set up in order to address the problem jointly. This would allow bringing diverse points of view and skills to bear on difficult problems. In other cases the National Assembly Collaboration or one of the other groups might take on responsibility---individually for addressing a problem and then report back to the Council as to progress being made.

II. REFERRAL MECHANISM

1. Youth Alternatives will receive status offender referrals from law enforcement, schools and the juvenile court as per grant guidelines. Youth Alternatives will also refer youth for a variety of services, after an assessment of needs, to National Assembly local affiliates and other resources as indicated. Will also work jointly with other entities in adjusting and improving mechanisms for carrying out such referrals.

2. The National Assembly Collaboration will encourage local affiliates to accept status offender referrals from Youth Alternatives. They will attempt to develop their resources in order to accept referrals of troubled youth from other sources as well. As programs become available agencies will negotiate formal referral agreements with Youth Alternatives. Knowledge of existing agreements will be shared with the Collaboration to enable coordination of planning. New agreements would be negotiated with the participation of the Collaboration.

3. The Youth Committee will participate in developing and refining referral mechanisms primarily through the coordinating council discussion. SAYC may also provide a wider consultative and evaluative role to the developmental process of such mechanisms.

III. PROGRAM & SERVICES EXCHANGES AND/OR RECEIVED

1. The National Assembly's local collaboration will work with the Youth Committee and Youth Alternatives to identify gaps and duplications in the service delivery system for status offenders. The collaboration will then advocate for the priority of status offenders with the various voluntary agencies as well as in the wider community in order to assure improved services to status offenders. The collaboration will accept referrals from Youth Alternatives as negotiated and will provide feedback as to the appropriateness of those referrals. It will also provide the Spokane Area Youth Committee with data as to activities and progress that can be used in wider planning functions.

In order to avoid the always expensive process of setting up a new office and agency and hopefully to allow more money being available for direct service programs to youth the Collaboration could contract with the Youth Committee for staff support services. The consortium shall retain a managing agent.

The Collaboration will be responsible for the development of a job description, recruitment, hiring, supervision and termination of a coordinator. The Youth Committee will provide necessary support services as specified in the contract.

2. Spokane Youth Alternatives will receive referrals from appropriate sources, provide short-term crisis intervention and referral to community resources being provided by voluntary and other agencies as well as follow-up.

3. The Spokane Area Youth Committee will provide services necessary and desirable to assist in the above outlined activities. On a contract basis SAYC could provide support services to the collaboration.

The specific services that the Youth Committee could provide on the contract basis could include office space, telephone, secretarial support, bookkeeping and payroll.

Spokane Area Youth Committee would also provide broad support, monitoring, and consultation to the National Assembly Project and to Youth Alternatives in order to create consistency on a community-wide basis. The Spokane Area Youth Committee will continue to carry out community and agency assessment processes which will become part of the annual plan for youth services being prepared by SAYC. This data will be made available to the Collaboration as it relates to their planning.

IV. CONTINUING EVALUATIVE PROCESS

The Evaluation of this project should measure:

1. To what extent has resource development or direction taken place? This can be measured through an accounting of resources developed and on inventory of gaps and duplications before the project and after it.
2. To what extent are existing resources accessible to status offenders? This could be measured through monitoring of referrals as well as increases and decreases of status offender youth being served.
3. To what extent are existing services effective in meeting needs of status offenders and other youth? There are a number of instruments and methods which could be utilized as pre-tests and post-tests in evaluating the impact of programs on clientele. Each new program should be carefully evaluated.
4. To what extent has coordination, understanding, integration and joint planning taken place? This could be carried out through the use of a system description instrument which describes the kinds of relationships existing between agencies. This should be used as soon as possible with periodic checks throughout the two years to detect any changes.
5. Provision shall be made to meet the evaluative requirements of the National Assembly and LEAA.

SPARTANBURG COLLABORATION STRUCTURE

